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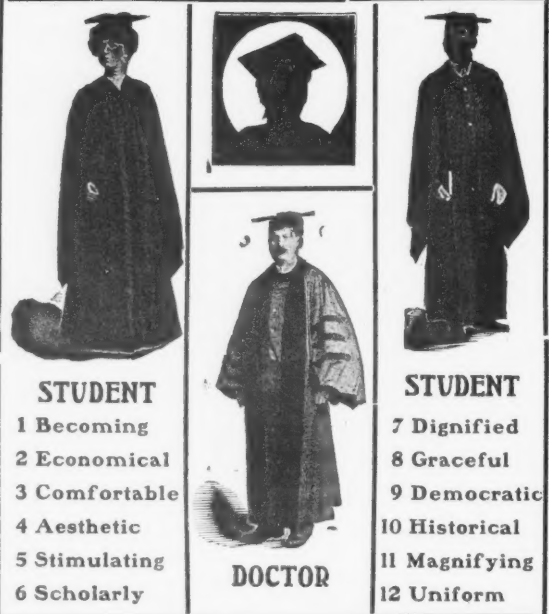
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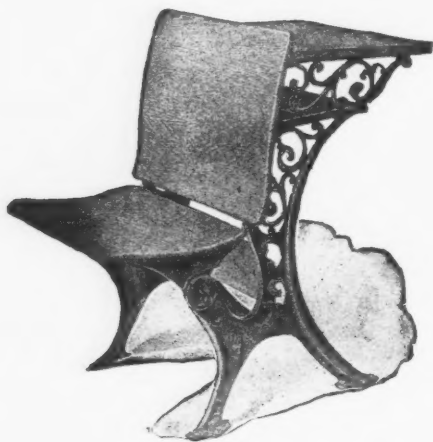
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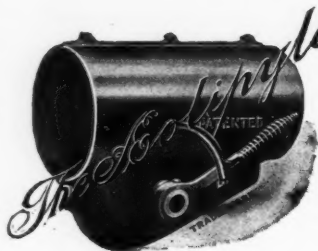
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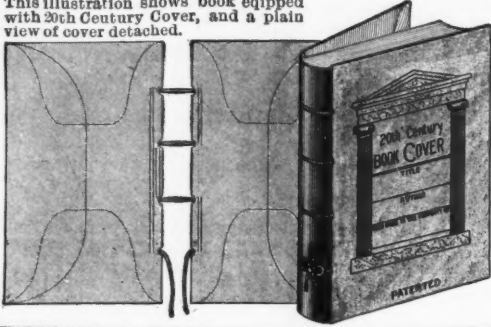
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVII.

For the Week Ending ~~August 29~~ *Sept. 5*

No. 78

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The Moral Tone of College Education.

By President George Harris, of Amherst College.

The distinctive, one may almost say the supreme virtue of students, is truthfulness. Knowledge is truth and the pursuit of knowledge is love of the truth. The modern scientific method promotes intellectual conscientiousness. This promotes truthfulness in all relations. College men, whatever their faults and wrong-doing, will not tell lies. This virtue, which is associated with the English gentleman, is as distinctively the virtue of the American gentleman and scholar.

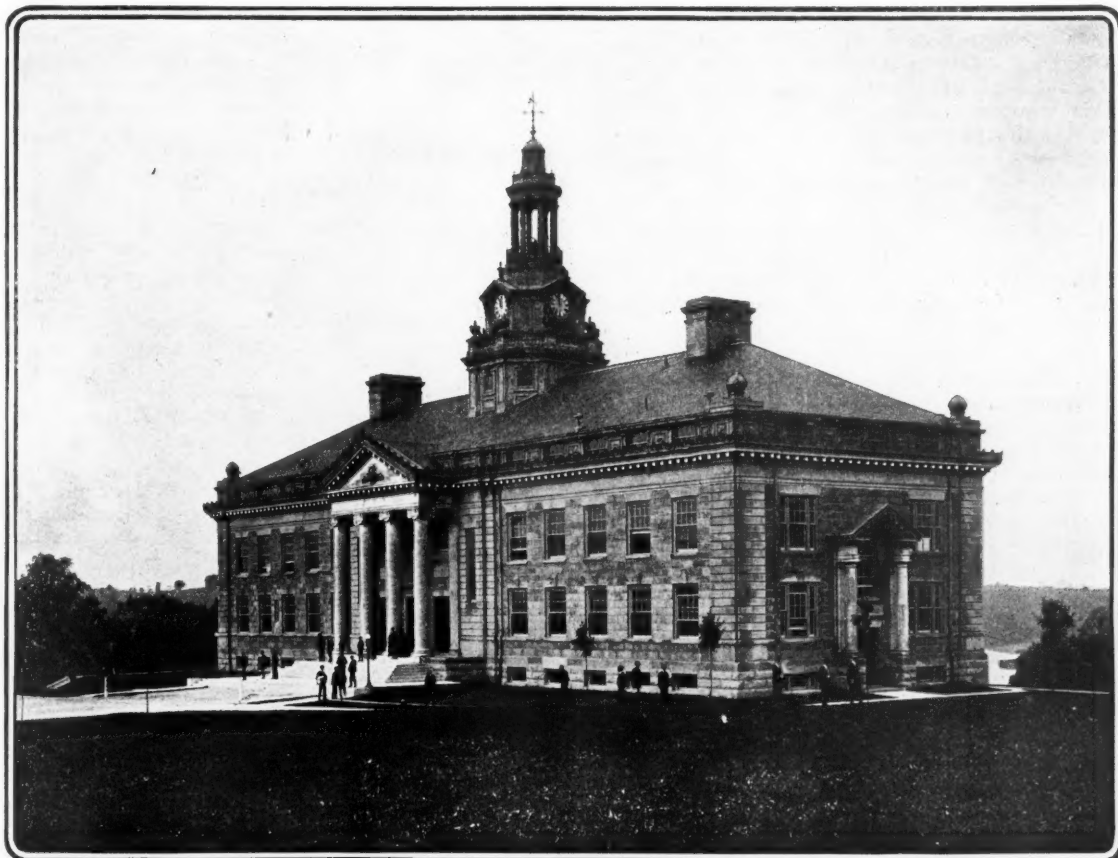
The ideal of every student is the ideal of a gentleman, of an honorable, generous, courteous man. There are queer notions, to be sure, of the manners, the speech and the dress of a gentleman-student, but the ideal, in its essential moral quality, is there. "Thou shalt be a gentleman" is the first amendment to the Ten Commandments, and on it hang the academic law and prophets.

Another virtue is the democratic spirit. Students constitute a democracy of merit and culture. The college is imbued with the idea that the educated man is to render service. The colleges were founded to train men for service to the state and the world, and I doubt whether in any generation that aim has been more dis-

tinct than it is to-day. Especially is the civic conscience awake.

The college should concern itself with the morals and manners of students, but not, I think, directly by specific methods and devices. The paternal system of government is outgrown. A large freedom obtains. The college must make requirements as to studies, and for the most, must trust to influence. Work itself is the best moral power. Stiff requirement of study, week in and week out, daily tasks, constant attainments, steady intellectual progress, are mighty moral influences.

If the only real requirement is to pass examinations, if the student crams two weeks and loiters thirty weeks, he is demoralized. If the method of lecturing is such that there need be little or no honest, productive work, then the first duty of the university is to change methods of teaching so that something more than bodily presence at lectures, something more than cramming at night and disgorging in the morning, something more than intellectual pretense, is requisite. The best method for the making of sturdy character is, "Work done squarely, and unwasted days." A potent influence is the



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president and faculty. A gentleman at the head makes gentlemen of students. Let him exemplify the virtues of honesty and honor; let him respect students; let him do thoroly and ably his every piece of work; let him be a man among men, and temper all with the saving sense of humor, and the whole student body will have self-respect, a high moral tone, the democratic spirit, and the ambition to be and do something of value. The professor, who is a real teacher, who is interested in students, sympathetic with all that engrosses them, firm and kind, polite and decently dressed, is a power for morals and manners.

Athletics promotes morals. Should football, baseball, field athletics cease, the moral tone of the college would be lowered. Sports come more and more upon a moral basis. To be sportsmanlike is to play fair. Religion should have a home and should be at home in the university. There is more genuine religion in the college to-day than in any period of our history. Cant and pretense are not tolerated. Irrational doctrine is discarded. But faith, hope, love, character, are exalted. The college should encourage sane, healthy, trustful, God-loving, and man-serving religion.

A Great English Headmaster.

By THOMAS B. WHITSON.

Dr. Hely Hutchinson Almond, headmaster of the great Loretto school, England, since 1862, died March 7, 1903. He was born at Glasgow 1832 and was educated at Glasgow university. Among his publications are "Sermons by a Lay Headmaster," 1886 and 1892; "Edinburgh Health Lectures," 1884; "English Prose Extracts," 1895. The article by Mr. Whitson, published herewith, is condensed from a sketch in the *Parent's Review*.

It is nearly twenty years since I first saw "The Head." It was my good fortune to see a good deal of him after that, but had I only seen him once I should always have remembered him. His was a striking appearance, very different from that of a typical headmaster. He impressed one at once, yet it was at first sight difficult to say exactly whether it was the man or his extraordinary garb which arrested attention. He was a man of medium height, with a fine silver gray head. He had a high forehead, keen eyes, and a good nose. His speech was quick, with obviously very rapid thought behind. He wore, and I afterwards knew it as his usual work-a-day dress, a flannel shirt open at the neck, with flannel collar attached, and no tie, white flannel trousers, anatomical shoes, and an unlined brown Harris tweed coat over his arm. Could anything have been less orthodox? Yet my first feeling was that of respect, afterwards, as with all his boys, to deepen into veneration.

Dr. Almond recognized that his boys were creatures of intelligence, and he treated them accordingly. The necessary rules of a school were made to bear as lightly as possible upon us, and tho there were masters, prefects, house-prefects, and all the necessary machinery for enforcing rules, there was no "spying" upon the boys. Each boy in certain matters was put on his honor. To break a rule was so ridiculously easy that there was no "kudos" to be gained in doing so. The chances against being found out were I fancy much greater than at other schools, but dire punishment ensued when a boy was caught transgressing certain of the more important rules—an unusual occurrence I am, for the sake of schoolboy honor, glad to say.

All punishment was corporal, since every moment of the day was occupied with its own work, and punishment by imposition would have entailed neglect of some definite work—what is called *play* elsewhere is in reality a part of the *work* at Loretto. Punishment was never harsh, and all had the right to refuse a licking and appeal to the headmaster.

After a boy had been at school some time, he would be invited to walk with "The Head." As a rule, the

boy would find another boy had been asked to accompany him, and the three would spend an afternoon walking in Dalkeith Palace grounds or elsewhere. These afternoons, or evenings if the weather was very warm, were considered red-letter days by the favored individuals. It was while engaged on these walks that we came to understand and love "The Head." As we became more friendly, for he made all his boys his friends, we became imbued with the desire, if possible, to live up to his standard, if only for his sake.

Having gained the boys' affections and awakened their interest, it was small wonder that he was able to instill into us his ideas, very different tho these were from what we had in most cases been accustomed to before coming to Loretto. One of the most difficult tasks he set himself was to break down the chief maxim of the recognized schoolboy code of honor—that one boy must not tell anything against another. Preaching from the text, "Am I my brother's keeper?" he would tell us that we were our brothers' keepers, and that it was our duty to keep each other right. He encouraged boys to report to him truly those things which he ought to know of other boys, and, wonderful as it may seem, his policy worked admirably. He was in consequence the means of doing many a boy untold good.

The motto he chose for his school was "*Spartam nactus es: hanc exorna*," and the gospel he taught was the consecration of the body as well as the mind. His able successor, Mr. H. B. Tristram, a former head-boy at Loretto, preaching to the school on Sunday, March 15, thus spoke of him: "Strong within him, bursting out at times into glorious enthusiasm, was his love of manliness, of the magnificent man, of the man who can dare and not be afraid; and as the necessary complement of this, equally strong was his horror and loathing of bodily sins, such as gluttony, drunkenness, and the fouler vices. Realizing so strongly how luxury and softness of living so often lead to these grosser sins, he ever set his face against softness and luxury in man or boy. Beyond all I have ever met, he had the fullest and most real appreciation of the meaning of the consecration of the body; and he understood most clearly what Paul meant when he spoke of presenting our bodies a living sacrifice to God. He always strove to live up to his ideal; and by precept and example to make others do the same."

Teaching Aims.

Dr. Almond taught and had pleasure in teaching the individual, but his aim was higher and broader; his object was not the success or prowess of the individual, but the welfare of the community.

Here is an excerpt from one of his sermons:—"Why, oh why, cannot there be a holy alliance between the athlete and the Christian—an alliance against the common enemies of both, against intemperance, and indolence, and dissipation, and effeminacy, and esthetic voluptuousness, and heartless cynicism, and all the unnatural and demoralizing elements in our social life? Why will some take so narrow a view of the true aims of physical training, that they bound their horizon by the vision of prizes and athletic honors, not seeing that in themselves and by themselves, these things are as worldly and as worthless as unsanctified wealth, or knowledge, or literature, or art? Why will others, again, who would not willingly break any of God's Commandments, who would not pass a day without prayer, who believe and trust in a risen Saviour—why will they not regard sedentary habits, and softness of living, and feebleness that might have been strength, and delicacy that might have been hardihood, as physical sins? Why will they not devote to the service of the Kingdom of Heaven blood as pure, limbs as supple, condition as fit, energies as buoyant, as if they were aspirants for a championship, and so do something to wipe out the reproach that religion is a feeble, emasculated thing, good enough for sick beds and solemn functions, but out of place amid the strong, rough work, and the more manly joys of life?"

He never wearied of preaching that breaches of the law of health—a law he was careful to inform us thoroly of—are sins, and that care of the body is the first duty of each.

Shut windows and all kinds of coddling were anathema. It was one of Dr. Almond's great points, that one should never, night or day, be too warmly clad. Loretto boys are dressed in flannels—short loose white knickers, a flannel shirt, open at the neck, and a coat—on all working days, in the classrooms as well as outside, and in all kinds of weather. When the temperature of the classroom reaches sixty degrees each boy must take off his coat. Should he feel cold then he may put it on again. If a boy feels cold, the remedy is to be had by exercise and not by fires or artificial heat. Thus only can colds be avoided.

Writing to me in the end of January last, he said: "A boy slouching or scowling or coddling himself, or looking as if he ate too fast, or lounging when he should be trotting, perhaps, worries me for the morning;" and again in February he wrote: "When you see Loretto boys cycling in coats on a hot day, advise my representative to sell the place up."

Individuality of his School.

He emphasized the individuality and anti-Grundyism of the school and he would not brook interference. In the last letter he wrote to me, about a fortnight before he died, he expressed his "alarm at the tendency to interference all round. At present, it seems particularly to be aimed at schools." In a previous letter he said: "This dreadful recent movement in the direction of regulation and regimentation is the cankerworm at the root of the State. The ultimate tendency is to repress all independence, originality, and individual initiation; crush genius in the womb and utterly destroy the freedom which has been our national character and boast.

. . . But to give you an instance of the sort of inter-

ference which I dread. All schools, not private property, must go in for the leaving certificate.

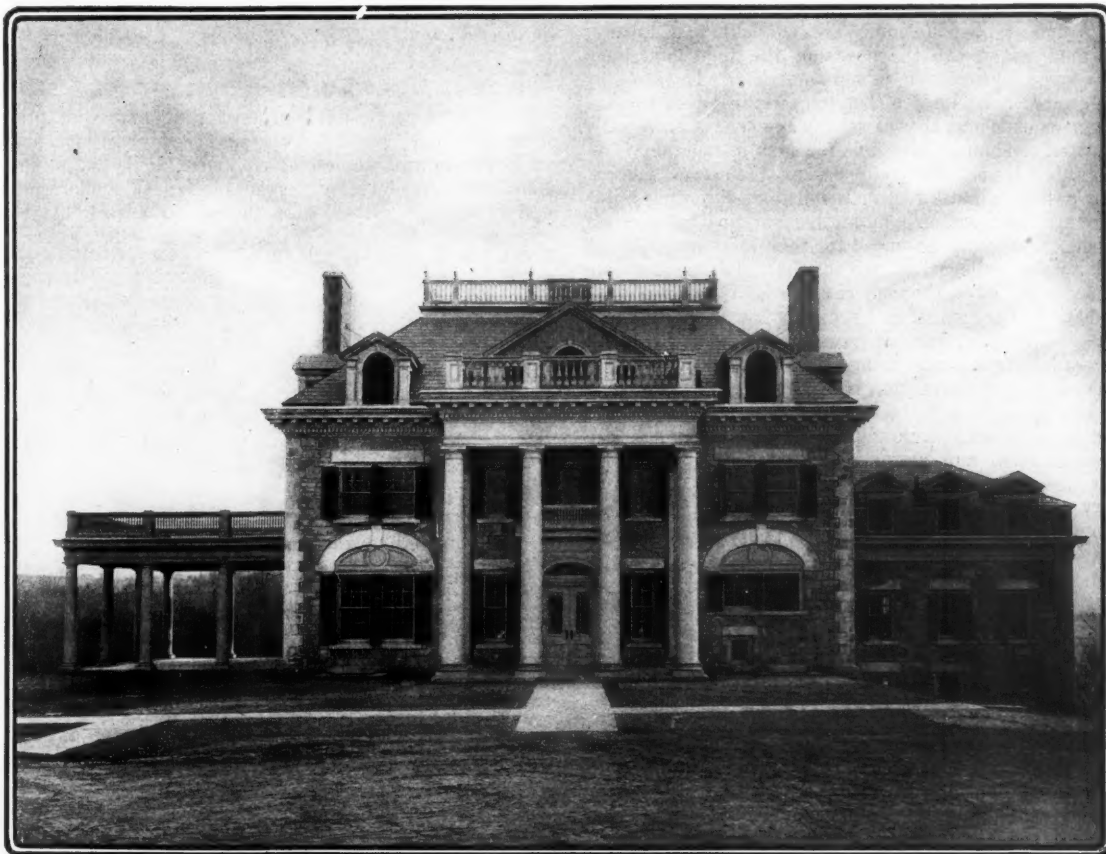
"The examinations for this are at the end of June. This means a slack July. No school does good work after exams., and slackness in work begets it out of school in the most dangerous time of the whole year.

"Again, I don't approve of some things about the course of study dictated by the leaving certificate. Possibly also we might be obliged to have cadet corps *with a uniform*, which is in the teeth of my principles."

Dr. Almond did not object to a cadet corps in itself, but, as it was apparently impossible to have a corps without being bound by the War Office regulation as regards uniform, and compelled to wear tight-fitting tunics instead of loose flannels, he set his face against a corps at Loretto.

By Loretto boys of every generation he was honored and loved. He was the friend of each, and his manner of dealing with the boys will be best understood perhaps if I quote his last message to the head boy, written only a few days before his death:—"It is not a matter of life any longer, but I have to keep as quiet as I can. If I can't see any of you, you will know it is not from want of caring. Now then, old chap, keep the school straight and pure, and keep up our peculiar ways. There is more at the bottom of them than most of you think. I don't care for Loretto being the strongest or cleverest school; I want it to be the most rational and the best. To yourself and the others, my warmest love; and to those who have done anything to keep the school straight, my deepest thanks. You do not know how much this wrench from my boys is costing me."

Dr. Almond died on the evening of March 7, 1903, after having been for over forty years headmaster of Loretto. Few masters have been so universally beloved by their pupils; no headmaster ever left behind him more sorrowing friends to revere and honor his memory, and none have accomplished a greater work.



Director's Residence, Tome Institute. An article upon this school will appear in THE SCHOOL JOURNAL next week.

Advantages of Private Schools.

In the chorus of well deserved praise for the public schools of the country the private schools are likely to fall short of the tribute to which their numbers, their attendance, and their usefulness entitle them, says a writer in a recent number of *Public Opinion*. According to the latest statistics available, there are in the private elementary and secondary schools of the United States 1,438,932 pupils as against 15,650,461 in public schools of the same grade. Thus nearly nine per cent. of the total number of children attending school are in private institutions. The reason for this large proportion is not to be found in the lack of public schools, for no such lack exists.

Educational Efficiency.

In the first place, private schools exist and will continue to flourish because of their superiority as educational agencies. That this statement is not extreme can be shown by reference to the expenditures for the two kinds of schools. The report of William T. Harris, United States commissioner of education, for 1900-1901, shows that the average expenditure per pupil for the whole school year in the United States was then \$21.14. This should be contrasted with the fees for day pupils in private schools, ranging from \$100 to \$500 a year and from \$400 to \$1,000 a year for boarding pupils. It is estimated by President Eliot that of this amount from \$200 to \$600 a year is spent for teaching purposes and general care, sometimes including a liberal expenditure for physical training, a branch of child culture which is practically neglected by the public schools.

Given this expenditure, it is fair to assume that it is well made, that the return justifies the outlay. The salaries of teachers are generally high and the quality correspondingly good. The school buildings and grounds are well planned and sanitary. Libraries and laboratories are well supplied and properly conducted. Classes are smaller, seldom ranging higher than fifteen or twenty pupils, while a class of less than forty in a public school is an unusual phenomenon. The curriculum is broader and more adapted to the needs of the individual pupil and personal instruction is more possible. To take only one example, the study of languages is begun at the age of ten or eleven at the latest, the age that is universally admitted to be most favorable for such instruction.

If this were all that could be said for private schools, their case would still rest on a substantial footing. But there are other reasons, intangible perhaps but no less cogent, that can be advanced for their existence. Second only to the colleges, to which they are the stepping stones, they offer the opportunity for the formation of congenial and enduring friendships. The associations of years cannot but leave a lasting impression on the minds and characters of the boys and girls who are thus thrown together and the alliances that are formed amid such surroundings are of the most unselfish and attractive nature. In every large college the existence of preparatory school societies composed of the young men who have prepared for college at the same school testifies to the bond of friendship that is knit around them during the most impressionable years of their lives.

The Democracy of the Private Schools.

Akin to this is the democracy of the private school. Altho this is a quality supposed to be peculiar to the public institution, a very real, impartial democracy exists in the private schools and is a strong force for good in the development of the embryo citizens. The democracy of the private school is the highest form of democracy, in which there exists an equality of opportunity and rights side by side with an

aristocracy of merit that guides and shapes the public opinion of the institution.

This process of democratization is facilitated by the quality of the pupils who find their way into the schools.

They are recruited largely from the moderately prosperous, unpretentiously useful, and most intelligent class of our population; from the families who may be expected to endow their children with the greatest possibilities and the highest equipment of body, brain, and character. As a result of this state of affairs the children whose names are to be found on the rosters of private schools may be said to be a "picked lot," as regards parentage, antecedents, and their own endowments.

Training in Manners and Morals.

Partly as a result of the traditions which we have inherited from the great English schools but more particularly as an outgrowth of the prevailing feeling among teachers and pupils, the average private school affords a valuable training in manners and morals. Honesty, courage, unselfishness, cleanliness of body and mind, temperance, and that composite of all virtues that can best be described by the single word manliness are taught directly and indirectly, day in and day out, in the classroom on the athletic field, and in the dormitory, even more than the daily lessons in Latin, Greek, or mathematics. The liar, the coward, the shirk, the boy whose language and manner are anything other than those of a gentleman will have no standing among his fellows whose respect is worth earning.

To summarize the advantages of private schools in a sentence one may say that they have at their command all the high virtues of unselfish sacrifice on the part of teachers, all the industry and ambition of the best pupils, all the high and worthy ideals that characterize the public schools, and added to these they have the resources of a larger financial backing; of fewer numbers with which to deal, and of a selected population from which to draw, which make their ideals more nearly possible of attainment and more of a direct daily force in the lives of their pupils.



The nature study that is true to child life must first of all afford free scope to the passion for activity and guide this toward wholesome channels. It should, at the same time, infuse life and spontaneity into school work and so lighten rather than increase the task of the teacher.

CLIFTON F. HODGE, PH. D.

Clark University, Worcester, Mass.



STOUT SCHOOL OF PHYSICAL CULTURE.

Stout Manual Training School, Menomonie, Wis.—L. D. Harvey, Supt.

What to Look for in Selecting a School.

Suggestions For Use With Parents.

Every right-minded parent is desirous of sending his son or daughter to the school best fitted for the special needs of his boy or girl. By showing just what those needs must be, and wherein a certain school is better than others to develop and bring out the best in pupils, a principal or teacher can greatly assist parents, while at the same time he is getting pupils. A very thoughtful, able paper by Dr. Linnaeus La Fetra, lecturer on physiological pedagogics in New York university, was published in the *New York Times* for August 22. The portion of this paper given here will suggest some lines of argument along which principals may work in their talks with parents.

Preparatory or secondary school deals with boys and girls from the time they leave the highest grade of the grammar school up to the age when they are ready to enter college. After the preparatory course, instead of going to college, many of the girls enter a finishing school; others go back to their home life and undertake no further formal education; while a great many of the boys go directly into business or take up some technical study. Whatever the pursuit after the preparatory school, the period of life over which it holds sway is from about the thirteenth or fourteenth to the eighteenth year. This is the period of adolescence.

The principles that should guide one in the choice of a school for developing a boy or girl can be readily deduced from a consideration of the changes that normally take place during, and of the dangers incident to, this period.

Generally speaking, the two great formative periods of life are infancy and adolescence. In infancy the individual obtains either a good or poor start in the mere business of living. If the inheritance of health is good and the nutritive processes are properly carried on, the body thrives and the foundations are laid for a strong, robust childhood. About the twelfth year this second formative period is entered, and there is not only a new impulse given to growth—the stature shoots up with weed-like rapidity—but an entirely new life is awakened in the realm of the feelings and emotions, and new phases of intellectual activity come into being.

During childhood the energies of the body have been occupied mainly with the task of individual existence and physical growth. Now there is an additional task, for along with increased growth of the trunk and limbs there is being developed a system whose purpose is the continued existence and early nutrition of the race. Up to this time there has been very little difference between the boys and girls of the same age; romping joyous creatures, they play the same games, have the same tastes, and meet without the least constraint. They enter the period of adolescence practically alike in bodily structure and mental traits.

The final adult stature depends on the growth during early youth, when increase in height is normally very rapid. Any check at this time is irremediable, for later, and especially in girls, the energies of the body are drawn away from the trunk and extremities to supply demands within the body.

The changes that take place in the emotional and intellectual life are hardly less striking than those in the bodily structure. The characteristic of the mental life of adolescence is the predominance of the emotions, and an entirely new set of feelings and emotions is aroused; as they increase in strength and number the mental equilibrium is made unstable, and youth views everything thru an emotional haze.

It is a fundamental law of biology that any period of rapid development is fraught with danger on account of the unstable condition of the developing systems. So the disorders and diseases we have most to fear in this period are those of the systems directly concerned.

These are the nervous system, including the brain, the reproductive system, the digestive system, and the heart. In the nervous system the conditions to be feared are over-fatigue, nervous prostration, St. Vitus' dance, and hysteria, besides melancholia and hypochondria. With the proper amount of sleep, nourishing food, exercise, mental work and rest, the brain and nervous system will maintain their equilibrium and do good work. But any excess of mental or physical strain or prolonged deficiency of sleep may seriously derange the whole nervous system. In the offspring of nervous parents any one of the disorders mentioned, or even insanity, may result.

In estimating the amount of work to constitute excess one must keep in mind that mental effort is far more wearing than muscular exercise. The nerve cell is the highest type of organized tissues in the body, and needs the most complex nourishment, to be replenished when fatigued. The trench digger, working ten hours a day, requires no more rest than the intellectual worker after six hours' occupation. Overpressure in school, due to cramming for examination, is happily becoming less common, as it is realized what great harm this practice can do to the unstable nervous system. Especially should overstudy be avoided by girls who are just entering this period, and all thru adolescence special provision should be made for adequate rest. Growth may make very large demands on the heart and digestive systems, since these have to supply the raw material for development. By paying attention to the first signs of any disorder, serious trouble can be avoided.

A thoughtful consideration of what has preceded will, I believe, lead to the conclusion that the special aims of the preparatory school should be three—physical health, moral and spiritual development, and intellectual training. A broad view must be taken, fixing one's attention on the goal several years further on. This goal is not the production of intellectual phenomena, but of able-bodied well-balanced citizens, capable of enjoying all the privileges and performing all the duties of manhood and womanhood. If this is so it follows that great care should be taken in the cases of children in whom any peculiarity is marked. As regards those who have some physical weakness or who are not up to the standard of growth, such boys or girls should be sent to a country school. Likewise, those who have any tendency to nervous disease, for it takes a strong constitution to withstand the physical and nervous strain of city school life. The country air has stimulating and health-giving properties that are lacking in most cities, and usually the playgrounds of the city schools are small. Moreover, there is always difficulty in occupying practically the hours of a holiday.

Headstrong boys should be sent to a school where there is military discipline; small, weakly boys to a small country school where they can be under special surveillance. The normal, manly boy does best in a big country school where he can make his own way in the little world of his fellows.

From what has been said, it appears that the ideal preparatory school will be found in the country, where there are plenty of space and playgrounds and opportunity for cross-country excursions. It should be located on high ground, so that the drainage may be good, and if there is a beautiful outlook so much the better. Immediately surrounding or adjacent to the school should be a common large enough for all the boys to play games at one time. Nearness to a stream suitable for boating has both its advantages and disadvantages. The sleeping rooms, whether dormitories or separate rooms, should be so situated as to get the sun by day, since sunlight and air are nature's best disinfectants. The hours dedicated to sleep should be not less than nine hours, and ten hours are better. Bath tubs are generally so few that the daily tub is in many schools an impossibility. One of

these days this condition will be remedied. But frequent bathing should be insisted upon. The water, both for drinking and bathing, should come from an artesian well or from a tested source that is protected against contamination. The recent epidemic at Cornell only serves to emphasize the frequency with which typhoid fever has been traced to old, reliable dug wells or streams contaminated by surface drainage. The food should be simple, wholesome, thoroly cooked, and should comprise a good general diet, with no fads—a diet adapted to the making of bone, muscle, and brain in the growing boy and girl. This means specifically that there should be an abundance of pure milk (certified, if possible, to be from a reliable source), cream, eggs, beef, mutton, poultry, fresh vegetables, fruits, and, finally, good bread and butter. Provision should be made for the isolation of any pupils attacked with contagious disease, apart from the general infirmary of the institution. There should be an experienced physician to take the responsibility of the hygiene of the school and to look after the health of the pupils.

The development of the muscular system is an exercise of the mind as well as of the body. So that during this period of life athletic games and sports should form an integral part in the requirements of the curriculum part of each afternoon should be given over to games, military drill, or athletic contests. Special gymnastics may be necessary for the correction of physical defects, but games and sports that arouse a lively emotional interest are far more beneficial. There should be facilities for games, both out of doors and indoors, as in a gymnasium on rainy days.

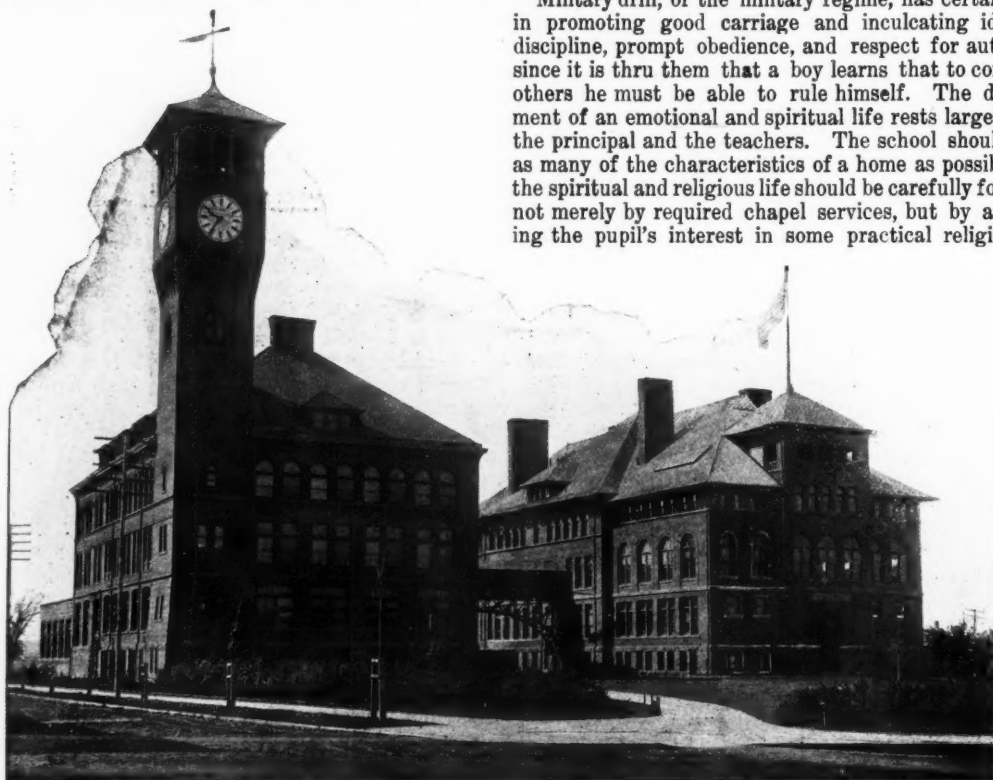
Team games have a special function in the development of character. They promote good temper, self-reliance, self-control, endurance, co-operation, faith in one's comrades, courage under difficulty and against odds, quick action, and rapid judgment—all qualities that are neces-



sary in later life. The Duke of Wellington said that the battle of Waterloo was won many years before that memorable day, upon the football fields of Eton and Harrow, so many of his officers had developed their sterling qualities in their boyhood games at these famous schools.

For girls special provision must be made in the gymnasium, with particular exercises for those with any weakness, and suitable dress that allows free movements of the trunk and extremities. Games should be required of them just as of the boys, and tennis, basket ball, and running games are best suited to their needs. For indoor exercises music adds interest, and so increases the value of the work. For variety on different afternoons there may be cross-country runs or trips off into the surrounding country.

Military drill, or the military regime, has certain uses in promoting good carriage and inculcating ideas of discipline, prompt obedience, and respect for authority, since it is thru them that a boy learns that to command others he must be able to rule himself. The development of an emotional and spiritual life rests largely with the principal and the teachers. The school should have as many of the characteristics of a home as possible, and the spiritual and religious life should be carefully fostered, not merely by required chapel services, but by awakening the pupil's interest in some practical religious or



Stout Manual Training School, Menomonie, Wis.

philanthropic work. The artistic nature should also be fostered by concerts and excursions to art museums in a neighboring city.

The mental training will vary somewhat with the future intentions of the scholar, but the curriculum should be well rounded so far as it goes. The main thing is to give inspiration for thoro work and deep concentration while at study. Inasmuch as the vocal organs are still pliable, modern languages should not be neglected at this period. Natural science, chemistry, and physics, or botany, encourage the spirit of investigation. As soon as introspection is awakened, physiology should be carefully taught, and, instead of omitting the chapter on reproductive functions, special instruction should be given by the school physician. In Germany, gymnasias lectures have been given on these subjects for several years with the most gratifying results. Another subject that should be taken up by the girls in their practice is domestic science, the management of the home from kitchen to garret. It is just as highly scientific to know the value of oatmeal or beef as to know the phases of Jupiter's moons.

Advertising Private Schools.

School advertising is no novelty, says a booklet recently issued by the Scribners. Its importance in school building is well recognized. Long ago it was considered undignified to advertise a private school. Not to do so is undignified now since that means failure. The practice has stood years of test. Educational institutions of varying excellence come and go. Invariably those which take rank and stay are the advertised. In few enterprises is success more dependent on a good name—a familiar name—a name known to the class of people whose patronage it solicits. Parents often leave the final selection of a school until the bell rings. This is the reason for the accumulation of display advertisements just previous to the opening of the schools. Months, even years, before, however, the real search was begun. Then only the persistent, steady advertisers made their offerings, created their impression. In nine cases out of ten the choice, when it comes, falls to those who have been on hand before school and after.

What Brought Pupils to Woodford.

By a WOODFORD UNDER-TEACHER.

Woodford is a charming little New Jersey hill town, about an hour from New York. The Woodford School for Girls is a boarding and day school, planned either for "finishing" or to fit pupils for college. The principal is a man of about forty-five, a good teacher, and equally good as a business man—a combination as desirable as it is rare. The school is about twenty years old and accommodates sixty-five pupils, two in a room. Last year there were fifty-nine during the fall term—a few less the latter part of the year.

Shortly before school closed in June, I was the amused listener to the chat of a group of girls who were discussing the various circumstances that brought them to Woodford. I was so much interested that I made inquiry among the other pupils.

Rather to my surprise I found that ten of the forty-four girls interviewed had learned of the existence of Woodford thru an advertisement in some popular magazine. But I will let the girls speak for themselves.

1. I came to Woodford because several girls from our town have been here, and I had planned for two or three years to come when I was old enough.

2. I came for just the opposite reason. Two girls from our town went to C—, and father said they were spoiled. He wanted me to come to a country place, and to a principal who had common sense.

3. My older sister was graduated from here two years ago.

4. Father knew Mr. Wainright (the principal) years ago.

5. I was to go away to school somewhere, so we looked in the magazines to find a school. Mama wrote to sev-

eral schools for catalogs, and she liked the letter sent by Mr. Wainright better than any of the others.

6. That is exactly what my father did. He heard from Mr. Wainright at once, but mother was away from home at the time, so the matter was allowed to rest. In a week or so Mr. Wainright wrote again. Father said that was business, so he came here to see things for himself.

7. My mother went to the same school as Mr. Wainright. He always sends her circulars and a catalog every year, and so when I wanted to go away to school we took it for granted I should come here.

8. I asked our pastor to tell me a good school. He preached in Woodford once and took dinner at the school. He advised me to come.

9. You know I live only six miles from here. I wanted to try boarding school life, and mama thought this was just as good a school as one farther away.

10. My brother's chum at college had a sister who was here two years ago.

11. I had malaria. The school was advertised as being in a healthful location. Our family physician wrote to a doctor here to find out whether Woodford was a good place for me, and whether I should need to study very hard. The doctor said I should be as well taken care of here as I would in my own home. I have grown stronger every day I have been here.

12. We saw an advertisement of the school in our denominational paper. Papa wanted me to be among people of our own creed, so he wrote, and found that Mr. Wainright was a member of the same church as father and mother.

13. We heard that Mr. Wainright always had a very nice class of girls.

14. Mother came to Woodford on a visit. She heard about the school and called to see Mr. Wainright. She was so favorably impressed with all she saw that she engaged a room for me at once.

15. Mr. Wainright's sister is our next door neighbor at home.

16. We were told that the principal and his family lived in the building and ate in the same dining room with the girls.

17. I came here because the girls who are prepared for college here always pass their entrance exams.

18. My father liked what was said in the circular about getting girls ready to be homekeepers. He said he would rather I would know about cooking and house-keeping than anything else.

19. Mr. Wainright gave a talk that my father and mother heard. They liked his ideas on training girls, so they got him to try me.

20. You know I wanted music. I wanted a man teacher, and I wanted to hear music in New York.

21. I happened to pick up a circular of Woodford at a summer hotel. I liked it and came.

22. I wanted to be near a city so I could go to the theater once in a while, to concerts, and to art exhibitions. Father looked at the ads. in a New York paper and decided that this was the kind of school I would like.

23. My sister went to New York just for the city advantages. When she came home everybody was so disgusted with her airs that father said I might go where I pleased if I stayed away from New York. I chose thru a magazine advertisement.

And so it was with them all. There were three ways by which most of the pupils had been brought to the school—advertisements followed by good letters, recommendations from former pupils, and thru acquaintances of the principal. Of course the keeping of pupils after they had engaged their places, and the success of the school, really depended upon the excellence of the work done, the healthfulness and enjoyableness of the surroundings, and the improvement to be seen in the pupils placed under Mr. Wainright's charge. After my talks with our girls I came to the conclusion, decidedly, that if I should ever want to start a private school of my own I would advertise it widely and then make it the very best school money, my brains, and hard work could make it.

How the Individual Is Looked After in a Model Private School

The Flexner school of Louisville, Ky., is an unusual institution. Its success has fully demonstrated the soundness of the pedagogical foundations on which the plan and methods of teaching and government are built. The pressure of school work has been immensely reduced, and its whole spirit transformed, and while other schools are crying for more time in which to perform the increased requirements for entrance to college, the Flexner school has succeeded in more than meeting every advance without additional time or pressure. Pupils who have lost interest or failed in other schools, when brought under the conditions prevailing here have taken fresh hold of study, and often achieved notable success. Mr. Flexner has shown that children can be inspired with a wholesome love of activity, even in directions in which previously they have exhibited more or less marked repugnance, provided this activity is identified in the child's own mind with his real happiness; "happiness and effective effort must be to him convertible terms," Mr. Flexner believes, and adds that he finds coercive rigor to be not only ineffective as training, but actually fatal to mental and spiritual activity or interest in any large sense. And it is precisely this mental and spiritual activity in the larger sense that he is aiming to secure in his school as the most important equipment that can be given to pupils in order to meet the interests, duties, and perils of life.

Aims and Results.

The Flexner school is now in its eleventh year. As a preparatory school, it has the distinction of having prepared almost a hundred boys and girls for the leading American colleges, *without a single failure*; and this record is the more remarkable, inasmuch as many of the candidates had previously been regarded and stamped as failures. Pupils whose training had started properly at an early age have been ready to enter college two or three years earlier than the existing average age of entrance; several have still further economized their energy by winning their degree in three, instead of four years.

Preparation for college, therefore, represents only part of the work. College requirements are not the measure and ends of the student's efforts. Over and above them, it is the effort to enlist all the student's energy in productive work. Whether a college career is contemplated or not, work is prosecuted from the beginning with constant effort to arouse and to utilize capacity in every possible direction.

The purpose of the school can perhaps be best appreciated in the light of its history. Beginning in 1891 with a few boys whose parents were profoundly dissatisfied with existing educational processes, Mr. Flexner endeavored to discover and develop each child's mental and moral endowment. That education must be a continuous process, not a matter of shreds and patches; that the child's training must be a joyous, enthusiastic experience, not a dull, dry, repulsive "discipline"; that no two children require or can stand the same treatment;—such are the fundamental principles upon which the work has rested. It is the effort to replace compulsion with tact; to substitute enthusiasm, interest, life, for mere mechanical routine. Pupils have ranged in age from six to twenty; some have had good previous training, some very bad; a few have loved school, others have been indifferent, still others have hated it. Thus far, almost without exception, they have, within a comparatively brief period after entrance, carried on their work with interest, and most of them with marked enthusiasm.

When children are regarded as failures at school, their failure may generally be interpreted to mean that they have not been reached. The fault probably lies with the teacher or the system, not with them; pupils of sixteen or seventeen, that had never succeeded at school, have been known to retrieve themselves and develop a real love for study. Children of ordinary endowment, who have fortunately made an earlier start in the right direction, have

accomplished vastly more than is ordinarily expected of them, and at the same time the pressure of school work has been greatly reduced. The ordinary class system underestimates what they can do, and then makes it excessively hard to do even that. Pupils of this character are reading Latin, French, German, studying algebra and other subjects of like character at an age when they are usually being bored and starved with "language lessons" and other inventions of the class room; they are carrying on their work for the work's sake. They frequently return to school in the afternoon of their own accord in order to push ahead; and during the summer they voluntarily spend a few hours each morning at work in one direction or another. The pupils that have done and are doing this are ordinary children, many of them having been regarded as failures heretofore. The main effort with them has been to find them out, then to help them to find themselves out. The child can be reached; if it has lost interest, it is simply because it has not been reached. There, indeed, lies the teacher's function and opportunity; and the child's whole future depends upon whether this opportunity is used or lost.

The Individual Method.

Two causes are unmistakably indicated as responsible for the failure of ordinary educational efforts: the class system and the uniform curriculum, usually combined, but not necessarily so, since in many small schools, where large regard might be paid to individual variations, the pupils are still carried thru a substantially uniform course, formed on traditional lines. In consequence, the percentage of eager students at the close of the regular school course is very small, and the actual working good resulting from a protracted discipline, that has never at any time really enlisted the student's active energy, is very slight. The latter years of secondary school life are, moreover, now largely vitiated thru reliance on "Keys," "Trots," and other surreptitious means of escape from effort. There can be no more eloquent testimony to the futility and unwisdom of commonly accepted school methods than the moral and intellectual breakdown thus confessed.

The impossibility of real education by means of the class system and a uniform curriculum can be readily demonstrated. The cardinal feature of the system is the grouping of children in solid masses, to be carried year by year thru a prescribed and inflexible course of study. At the close of the year practically the entire class, those that have done well and those that have just kept afloat, is promoted, *i. e.*, transferred to a new teacher, to whom the children are total strangers, and by whom in the same unyielding, unintelligent fashion, they are subjected to a similar grind. The child of marked capacity thus learns the worst lesson any child can learn—namely, to scatter the energy and attention that the class system forbids him to employ; the pupil of limited grasp must content himself with learning by rote, a process that will soon be fatal to all his mental possibilities. The fundamental fact of human diversity, diversity in mental, moral, and physical endowment, recognized in the home as in every other relation in life, is thus ignored in the school, where it is of overwhelming significance.

On educational grounds the class system is indefensible. As a matter of fact, no two children can be found requiring identical treatment. The effort to teach "wholesale," be the class large or small, means the reduction of every child to the average, the obliteration of every distinctive mark of individuality; it means that all children are conceived under one form; they are made to think alike, act alike, study alike. They are, as far as nature will allow, reduced to one pattern; everything that is characteristic, everything that a sympathetic teacher would seize hold of as indicative of individuality, is ignored or destroyed.

Quite the contrary, our entire procedure is determined

by a study of each child in connection with his environment, his objects, his endowment. This does not require or permit children to be isolated; it does not forbid competition; but each pupil's work is in the first place determined solely by his needs. No pupil is hastened, no pupil is hindered by any other; *every pupil recites all his lessons in full every day.* Competition is secured in various ways: e. g., by judiciously "speeding" children who are capable of increased work, or by temporarily combining in one or two subjects pupils at practically the same stage. With small numbers there is abundant opportunity to try any plan or arrangement that promises to promote the ends in view. Thoro work, intelligent work, is under the circumstances inevitable; and such work, carried on under the close guidance of a sympathetic teacher in intimate personal contact with the pupil, converts the school into a powerful engine for the development of interest, ambition, and character.

Learning How to Study.

Very few pupils under generally prevailing school conditions acquire real concentration. The results of the five or six hours daily spent at school and several hours of study at home are comparatively insignificant. The remedy for this waste of time is partly to be sought in abolishing useless studies and substituting for them, at the very beginning, subjects in which a child may make steady and uninterrupted progress thruout his school life. So far from being pressed, the child is thus relieved of pressure; he spends far less time daily over his books and has far more to show for the effort put forth.

A pupil in difficulty receives the required assistance at once. He is not left to prepare a necessarily imperfect lesson because no light is to be had until he reaches school the next day; nor, on the other hand, is he tempted to obtain assistance which may enable him, for a time at least, to deceive his teacher. His situation promotes perfect candor on his part.

As pupils grow older, as their aims become more definite, and they become more and more capable of helping themselves, their home work naturally increases; but at every period scope should be left for spontaneous growth. It must be borne in mind that the most cunningly devised curriculum cannot fully satisfy all the varied powers and needs of the human soul; and we must give nature time and opportunity to seek her own forms of expression.

School Life and Discipline.

The widespread demoralization of secondary education, resulting from the use of "keys," "trots," etc., has been alluded to. That this is an almost universal practice in secondary schools is well known among boys, but not as yet appreciated at its full importance by their parents. The good to be derived from a liberal education—moral as well as mental good—is converted into a positive damage by such indulgence. The use of these aids is, when viewed from the ethical side, a fraud; when viewed from the intellectual side, the death of independent mental effort.

These practices are alike impossible and useless in the individual school; impossible, because working at school, in close contact with the teacher, the student has no temptation to deceive; useless, because where the individual pupil proceeds at his own pace, he is fully competent to do his work unaided. Honesty, seriousness, self-respect, self-confidence thus characterize the school spirit.

Discipline is determined by similar considerations. Pupils are expected, as they very soon understand, to attend strictly to their work, to concentrate their attention, to respect the wishes and feelings of others. The atmosphere conduces to this state of feeling, for the best of good humor prevails and even

those who begin in the most indifferent spirit soon catch the general inspiration; envy and jealousy are, therefore, unknown. Instead of using the same text-books with all pupils, where there are several books of equal merit, different boys use different books; for the sake of variety of exercise, they frequently exchange with one another.

No punishments or penalties of any kind are used; very quickly a pupil learns to respond to the sentiment of the school. Kindly and patient counsel has proved the most effective appeal. The school resembles, in a word, not a military company where every individual is compelled to keep pace with every other, but a good-natured race where each runner is trying to reach his goal speedily; and the conditions of the race are such that thoroughness is not sacrificed and hence overstraining is avoided.

Examinations and Marks.

There are no competitive examinations and no marks, honors, prizes, or distinctions of any kind. No need for such incentives to effort has ever been felt. At times, for special purposes, written reviews are given to certain pupils, and at intervals those preparing for college try college examinations; but these tests are never competitive. Instead of sending home regular reports, parents are either visited now and then, or informed by letter, just how their child is doing, and what his needs seem to be.

Psychic Arrest in Adolescence.

By PRES. G. STANLEY HALL, Clark University, Worcester.

[Child Study Dept., N. E. A.]

From puberty on, psychic development is more uncertain, and the new story which nature adds to our being is unsteady. Hence, this period is very critical, and many are arrested before maturity. Lower races have a very short period of adolescence, but this is prolonged as we go up the scale and takes a larger and larger proportion of it. These laggards on the excelsior path, hoodlums, rowdies, vagabonds, vicious, idle dudes, dullards, and mattoids have often in childhood been full of promise, and then in early teens began to lapse and disappoint. Sometimes enthusiasm is lost, youth becomes indifferent and drops into humble stations with content, and there are often morbid symptoms.

Premature dementia is in its manifold forms and degrees very different from that of senility and has only very lately been fully recognized, so that we owe a great debt to the exports in insanity.

Three recommendations are made: Avoid strain and make school work vital and interesting; special schools for dullards or slow children, both for their own sake and to relieve the school; more individual study of children at this age, and fourth, a special institution for graver cases of this kind.



KITCHEN IN STOUT MANUAL TRAINING SCHOOL.

Private Schools as Experiment Stations.

By Cecil Reddie, *The New School, Abbottsholme, Eng.*

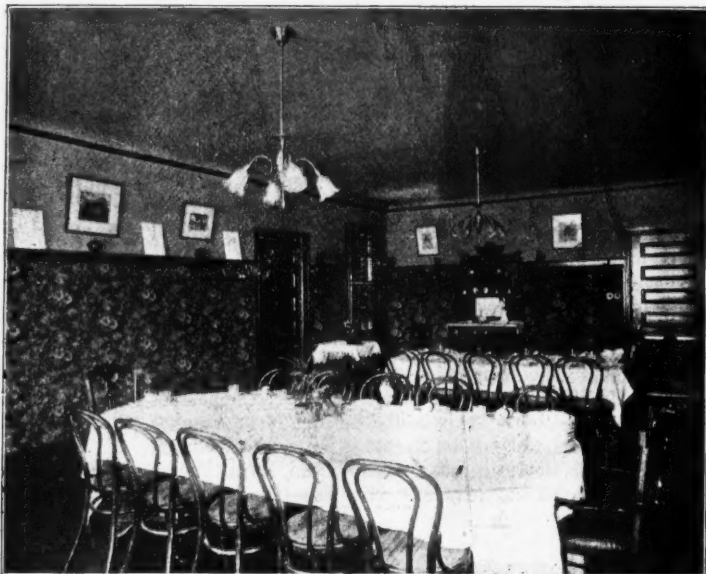
At Keilhau the traditions of the illustrious Froebel are slowly dying; at Schnepfenthal those of the great Salzmänn are already dead, and ready for interment—both owing to the paralyzing influence of state ordinances or of state competition, assisted, no doubt, by the fact that it is one thing to create a new educational movement and quite another thing to find people competent to carry it on. It must be remembered, of course, also, that to some extent Salzmänn's and Froebel's labors caused reforms in most other schools, so that their very success assisted to hamper their future development.

What we need is to see private schools recognized as places of experiment, that is, of progressive education; accorded a proper position of honor in the national educational *kosmos*; and protected against the petty slanders and mendacious misrepresentations of the ignorant busybody hunting for grievances, and, what is still more serious, of the enterprising plagiarist, anxious to open an "opposition shop." Nearly every educational reformer in Germany and Switzerland has had for his chief enemies those who went to him professedly to assist, but who afterward stole most of his ideas that "seemed to have money in them," and who tried to attract pupils by rather ungratefully attacking their teacher and master. It is to be hoped that in future educational reformers will be protected by a more wholesome public opinion against these mean tricks, which do more to injure true education than all the mental inertia and prejudice of the stereotyped schools; for these, after all, if somewhat behindhand in the science and art of pedagogics, retain, as a rule, the good manners of pre-commercial days.

If the private educational laboratories were freed from the bad influences of the underbred imitator on the one hand, and from public prejudice, or, at least, apathy on the other, we might have numerous experimental laboratories, each with some hundred pupils, honorably co-operating with one another for great national ends, settling definitely by experiment each question of importance as it arises, the results of which should then be put before all the schools for application.

Such a scheme as this provides an educational *kosmos* with a progressive section in the hands of private persons; and another and larger section, representing order and stability and the wisdom of the past, under complete national control.

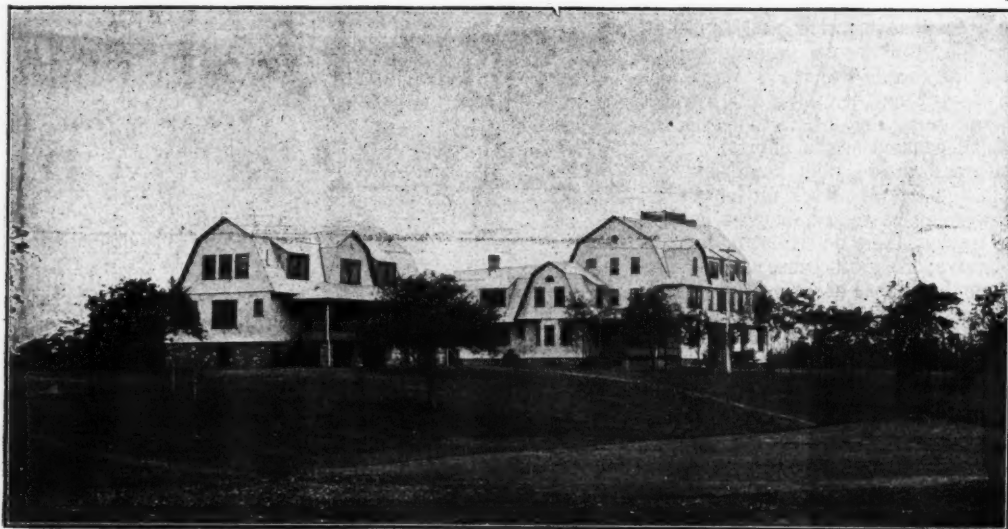
Public opinion at the present time appears to think that theft ceases to be theft if the stolen goods are appropriated by the public. It is, no doubt, difficult to state precisely what is fair play in such matters, but it is quite certain that, if private schools are to exist for



Dining Room in the Kingsley School at Essex Fells, N. J.

that which alone excuses their existence—i. e., the attempt to improve education by experiment—their results or discoveries or whatever we call them must not be allowed by a degenerate public opinion to be appropriated by other places, whether public or private, without proper acknowledgment.

It will be seen in the above that I do not think it is the province of a private school to supply the public with the ordinary education. The private school ought to make its chief work that of testing new methods. The



Upper and Lower Buildings, Kingsley School, Essex Fells, N. J. J. R. Campbell, Headmaster.

greatest glory that can fall upon a private school should be that this or that part of its program has been deemed worthy of universal adoption.

Such recognition would encourage further efforts to discover better methods; whereas, if a man's work—simply because it is not a composition in music or in language or in colors, but is the life of a community, which cannot be patented or kept as a private possession—is appropriated without acknowledgment, it not only takes the heart out of his work, but it may even take the bread out of his mouth. There is too great a tendency in this selfish age to ignore such petty larceny, on the plea that it all conduces to the public advantage. Everybody knows that the inventiveness of workmen is stimulated by some of our great shipbuilders and engineers, who encourage and assist them to think how they can save labor or material; whereas, in other cases, the men's inventive talents are starved and destroyed, because, if they invent anything it is appropriated and they may even be rewarded for it by dismissal.



A School for Young Boys.

In the ordinary boarding-school the routine is adapted especially to the needs of older boys. The younger boy is subjected to conditions and must conform to discipline unsuited to his stage of development. Study hours salutary for a boy of sixteen or seventeen are injurious to a boy of nine to fourteen. The teachers competent to instruct the older boys are often unskilled in the teaching of the younger, and are out of sympathy with them. From the ethical point of view the disadvantages appear still more marked. Problems of training are immensely complicated by the mingling of boys from nine to fourteen with older boys. Many evils, affecting both the younger and the older boys, are traceable to the contact of the earlier with the later stage of experience.

It is with a knowledge of these things that the Kingsley school was established, and that it offers to younger boys a corps of teachers, a curriculum, study hours, and school routine adapted to their needs.

The Best in the Boy.

Get a boy to be his best and to do his best and you have put him in the way to a happy and successful life. Self-reliance he must reach in all his work, in all his character building—not self-confidence, but a proper self-esteem, good judgment in planning, and tireless energy in execution. He must attain these thru the inspiration of some one's personality. True teaching and training are not mechanics, but the energizing of the pupil's spirit by the master's. On this truth all the treatment of the boy in and out of the class-room at Kingsley school is based.

The school is not a reform school and it takes no vicious boys. Purity, unselfishness, truth, must go with scholarship if it is to be a blessing and not a curse. Whatever else the boys get, the teachers wish them to have a high sense of honor and all the nobilities of the true gentleman. To compass these ends it is the constant study to keep alive the finer feelings of true home life. Judicious school discipline and routine are preserved and are aided by the sympathy and love of family life.

The school is situated in the "Adirondacks of New Jersey." Situated on the western slope of the second Orange mountain, it is protected from the wet eastern sea winds, and it has the desirable breezes from south and west. The upper house and lower house are convenient and home-like. They are in every particular planned for school use. Tasteful and cheery

decoration of both bedrooms and public rooms has aided in giving that attractiveness so essential where the school is to be also the home.

The school buildings stand in a commanding situation in open ground comprising about twenty acres. Adjacent is woodland, sloping down to a beautiful glen and hemlock grove, thru which courses a brook. Altogether there is of perfectly safe playground, offering every variety of interest, about forty acres. This, in addition to the athletic grounds, affords the spaciousness so valuable in the recreation side of a boy's training. Among the facilities for exercise and athletics are two tennis courts, a football course, a practice ground for golf, and a running track.

Method of Study.

No pupil is allowed to attempt too many studies or subjects beyond his powers. Thoroness is insisted upon.

The fact that there is a teacher to every five pupils secures adequate attention to the individual.

Study is so alternated with play as to obtain the best results for both mind and body. Personal guidance in study is a special feature of the work of the school.

The lock-step method of grading in vogue in public schools is avoided. Pupils backward in one subject may pursue in others such advanced work as they are prepared to undertake.

A great variety of composition work is done. Penmanship and letter writing receive extraordinary attention. An inspection letter to parents or friends is required once a week, and pupils are encouraged to write home letters. Regular instruction in penmanship is given every day.



Alfred Mosely, of London, who last year organized a labor commission to visit and study America, will shortly conduct an education commission to study the universities and schools of the United States and Canada. The delegates will leave England on October 3. They will number about thirty, and will represent elementary, secondary, and technical education. The universities, great public schools, public day schools, and county councils of England, Ireland, Scotland, and Wales will be equally represented. Every branch of education will have its delegate, who will have the fullest opportunities of seeing how his particular work is carried on in this country.



An Autumn Outing of the Kingsley School.

Military Methods in the Training of Boys.

Wentworth Military Academy.

By BLANCHE E. LITTLE, Oklahoma.

Conditions incident to the home of to-day make the training of a boy a vastly more difficult task than it was in the days of simpler living. In these strenuous times, when business and society are alike insatiate in their demands, it becomes a serious problem, especially after a boy feels that he has outgrown the "apron string" period, to find time for the careful direction of his development. The result is a demand for some means of supplementing home discipline.

To the school that teaches mathematics, languages, and science are intrusted the training of boys' minds. Why not, then, commit the training of their characters to some school that will teach them also perseverance, system, and respect for authority?

At Lexington, Mo., forty miles east of Kansas City, is located the Wentworth Military academy.* This is the oldest military school in the Middle West and it has the largest attendance. The school has been under the same management—that of Col. Sanford Sellers—for



Commissioned and Non-commissioned Officers, Wentworth Military Academy, Lexington, Mo.

the twenty-two years of its existence. It was originally founded by Mr. Stephen G. Wentworth as a memorial to a deceased son. A charter was secured and the school was duly authorized to confer such degrees and marks of distinction as are usually granted by literary institutions. The school has steadily grown in public favor, as its students have gone forth into public life or to distinguish themselves in universities for which it prepared them. Several universities in the East and the West have recognized the merit of its work by offering *free scholarships* to its graduates and by receiving them without further examination. Wentworth is on the accredited list of many of our best schools.

The Missouri legislature has made it a part of the National Guard and provides for the commissioning of its graduates as second lieutenants and for an annual inspection.

The United States government has selected it as one of the three schools, including the state university, apportioned to Missouri by Act of Congress entitling it to the detail of a regular army officer for military instruction and to ordnance stores, free of charge. It will be seen the school is under government supervision. The military drill and instruction are under the supervision of the officer detailed for that purpose. It is also articulated with the leading Western state universities. This gives one an idea of the standing of the school.

*Lexington is a quiet, classic, typical Southern college town.

The motto of the school, "*Mens Sana in Corpore Sano*," bears witness to the "necessity of physical development as the prerequisite of mental strength." In an address before the graduating class of '99 the speaker said: "Wentworth is a boys' school and therefore a military school. A boy's school without the military in it would be as preposterous as a military school without boys in it."

An increasing number of secondary schools is adopting the military system as a medium for supplying in the education of boys that training which cannot be derived from books alone. The important question is, of course, whether or not the soldier's discipline is an effective means to the desired end. Observation shows that the military system, when properly used, fulfills, better than any other mode of school discipline, the condition of being to character what study is to mind and exercise to physique.

The military feature is sometimes, unfortunately, adopted merely for popularity; the substantial and important part of it is neglected, and occasionally the fear of being too rigorous and of frightening away students, or the groundless apprehension of making "machines" of them, has reduced the system to a flimsy thing, unproductive of good results. But the trumpet call of the true military school seems to strike a responsive chord of co-operation and willingness that does not usually respond to the tap of the ordinary school bell.

The cadet in the infantry company responding to orders with snap and vim, and executing the movements of the drill with clock-like precision, learns to be attentive and to master details as well as to drill, and, too, the desirable training has been interestingly imparted.

Scope of the Work.

That Wentworth is appreciated by the citizens of neighboring states is shown by a glance thru a recent catalog. Students were in attendance from fifteen states and territories, and Old Mexico, Oklahoma, and Indian Territory are particularly well represented this year.

In an attractive booklet entitled "A Letter on the Training of a Boy," sent out by the school, is given some idea of the scope and purpose of its work. In regard to military training, it says: "The advantage of this feature in a school for boys from twelve to twenty years old is so generally conceded that the time of the intelligent reader will not be consumed in discussing the proposition here. There is an inspiration in the bugle-call, in the dress and trappings of the soldier that is very attractive to a boy. With such stimulus he will submit to rigid discipline and perform work that would be very distasteful under ordinary circumstances. Besides, he likes it, and a boy's enthusiasms are to be *used*, not *thwarted*."

Then, in regard to the value of books and other things, it says: "Not books alone can bring out the latent virtue of a boy. To the value of books we give full credit; nor do we vary in any way from other schools in our classical, scientific, and business courses. Nineteen hours every day are spent outside of the school-room. Shall these be neglected? A military school assumes responsibility for the proper and profitable use of these vacant hours. It enforces regularity and uniformity in manly exercises, drill, sleep, study, and recreation. The instructors in the military department, in the literary department, and in athletics live with the boys in the same barracks, eat with them at the same tables, and mingle with them every hour of their daily lives. All hours are school hours in a military school."

Then, in regard to habits and responsibility, "We use the military life. The promptness, the regularity, the obedience to authority, the neatness of person required therein, mold a disposition suited to any future business."

"We use responsibility, placing the load as each is able to bear it, vesting the boys by turns with brief authority and control in the management of affairs, teaching *how to rule and be ruled*."

They use athletics, "not because the clever vaults or

skilful tennis-player can employ these arts to advantage in after years, but we take the boy at his own fancy, show him the power of perseverance and practice, dissuade him from vicious practices and habits inimical both to bodily and mental vigor, and do a good work while the boy grows in zeal and contentment. Parents in their impatience often fail to realize what athletics is to a boy. They fail to distinguish between the undirected sport they are acquainted with at home and the systematic, supervised, moderated sport of a school where one's associates are one's equals, and where full control is assumed by a trained director.

Of the refining influences they use music, for: "In this we find normal and wholesome desires and talents, to educate which unfolds a power otherwise stunted and undeveloped. Besides its refining influence, it serves to employ spare time and to cultivate contentment. In addition to the cadet board, used in the military exercises, there is always a cadet orchestra, whose services are required in the public literary exercises, and mandolin and glee clubs.



A "Rat" from Oklahoma, wearing the Khaki uniform.

The uniform of the cadets is the same as that worn at West Point—cadet gray. With this they wear a blue cap, and white gloves in summer and black in winter. They have a dress uniform for the drill and also a fatigue uniform. In winter they wear a navy blue military overcoat, with cape and brass buttons. The last year they have added the tan-colored, or brown, khaki uniform (pronounced cockie). This consists of blouse, with shoulderstraps and brass buttons, trousers, jeggings, and campaign hat. This picturesque uniform is the same as was worn by the Rough Riders in the late war in Cuba.

Lexington is quite an appropriate place for a military

school, as here was fought, in 1862, one of the important battles of the late Civil war. Wentworth stands quite close to the old battle-field.

The school puts out a very creditable magazine *The Trumpeter*. It is a literary effort of which any school might be proud. The editors-in-chief and business managers are appointed from among the cadets, and the entire control of the publication is left to them as far as is practicable.

The catalog states that "hazing" in any form is not allowed. Neither is it, unless one can dignify by that name such performances as making the "Rats," as the newcomers are called, play flunkie to the older cadets, and other harmless, but pride-destroying pranks.

Whether the older students, in selecting the title, had in mind Robert Browning's poem is not known.

Rats!

They fought the dogs and killed the cats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats
By drowning their speaking
With shrieking and squeaking
In fifty different sharps and flats."

No matter how bright a boy may be he is benefited by studying in the atmosphere of a school and under skilful guidance. No matter how exemplary in conduct he may be he is helped by being taught economy of time, efficiency, and self-reliance.

The scope, therefore, of the school that recognizes the training of character as an especial branch of education, and that provides the means for this training is a broad one indeed.

Education in Minnesota is the title of a volume of 200 pages by David L. Kiehle, LL.D., formerly state superintendent of the the Minnesota schools. It deals with the subjects State Aid, Libraries' Supervision, Normal Schools, the University, Agricultural College, the High Schools, etc. These subjects are most clearly and ably handled by the author, who is probably the most competent man in the entire state to discuss them. Dr. Kiehle has been identified with the school system of Minnesota for upwards of forty years, as county superintendent, principal of a normal school, state superintendent, and professor of pedagogy in the university, and his account of the system is luminous and exact. (H. W. Wilson, Minneapolis.)



Main Building and Partial View of "Barracks" of Wentworth Military Academy.

The Stout Manual Training School.

The Stout manual training school building at Menomonie, Wisconsin, was erected and equipped by the Hon. J. H. Stout, for the purpose of providing facilities for a complete system of manual training, which should be available for the public school children of the city.

Mr. Stout was a pioneer in the movement for the incorporation of manual training into the public school system of the state. The school which he has provided for the city of Menomonie, is without question the best equipped institution in America for work in manual training and domestic science. No expense has been spared to provide the best of everything needed for a complete equipment.

The reputation of the Menomonie public school system has extended thruout the country. Construction work of various kinds is continued from the kindergarten thru the lower grades, followed by a thoro course in free hand and mechanical drawing, wood and metal working including forging, foundry and machine shop practice. An extended course in domestic science including sewing, cutting, and fitting of garments, cooking, house sanitation, household economy, and the elements of nursing is provided and open to all pupils in the public schools.

Enlargement of the Work.

For some time it has been the desire of Mr. Stout to make a larger use of this splendid equipment than is de-

manded by the needs of the pupils in the public schools. The opportunity for such use has grown out of the large demand for properly trained teachers of manual training and of domestic science.

Many communities anxious to organize work in manual training and domestic economy find it impossible to se-

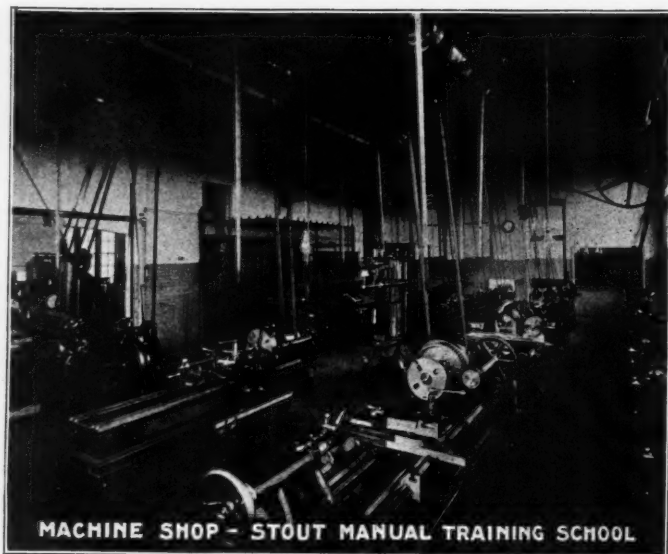
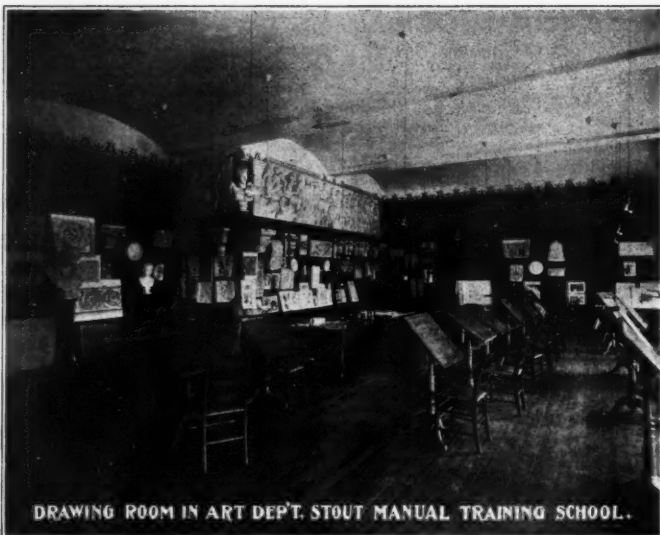


cure teachers competent for the work. It has seemed to Mr. Stout that there was a large demand for first-class training schools for the preparation of teachers of these subjects. His recognition of this demand, coupled with a desire to fully utilize the equipment in the existing school, led him to propose to the board of education the organization of such training schools. The board heartily seconded his plan, and with him made provision for the opening of the training schools in September, 1903.

In order to insure the success of this undertaking, the board recognized the necessity of securing a man interested in industrial education and with experience in the training of teachers, to organize and take charge of the work. The position of superintendent of the city school system and of the training schools for manual training, domestic science, and kindergarten teachers was offered to L. D. Harvey and accepted by him.

Mr. Harvey's wide experience in educational work and his well-known interest in industrial education fit him admirably for the position. He has had experience in all grades of public school teaching, and in the supervision of city schools. He was for seven years a teacher in the Oshkosh state normal school, and for six years president of the Milwaukee state normal school where he organized the first state training school in Wisconsin for kindergarten teachers. He has just completed four years' service as state superintendent of schools. In 1899 he was appointed a commissioner by the state legislature, to investigate and make a report on industrial education as carried on in this and other countries, and in 1901 was re-appointed to continue this investigation and report on courses of study in manual training, domestic science, and the elements of agriculture for public schools. In the investigation preparatory to making these reports, he made a broad study of the various subjects which gave him a large acquaintance with what has been accomplished in these fields, and definite views as to necessary steps for a more complete development of this system of instruction.

The training schools will have the use of the well equipped laboratories for science work in the adjoining building. The complete equipment of the manual training school will be available for the use of the training school students as necessary.



Aims of the Schools.

In the administration of these courses it will be the aim to prepare teachers who will be competent to organize work, in the different fields for which they have been prepared, in connection with existing public school systems. While the students taking these courses will have the benefit of a far better equipment than can be

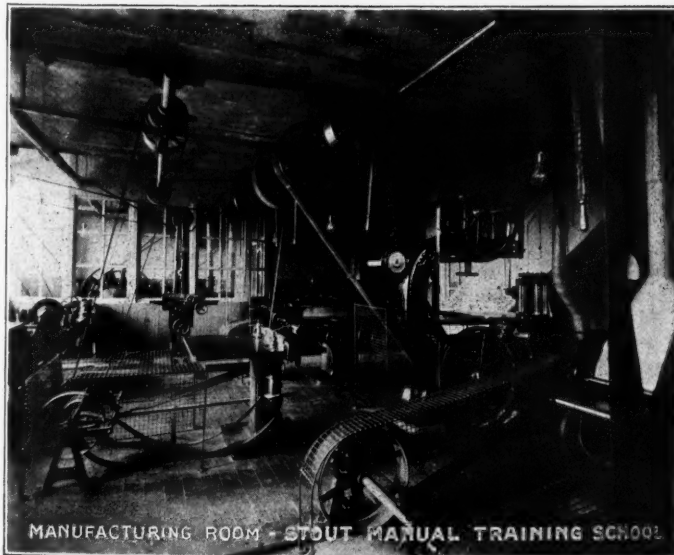
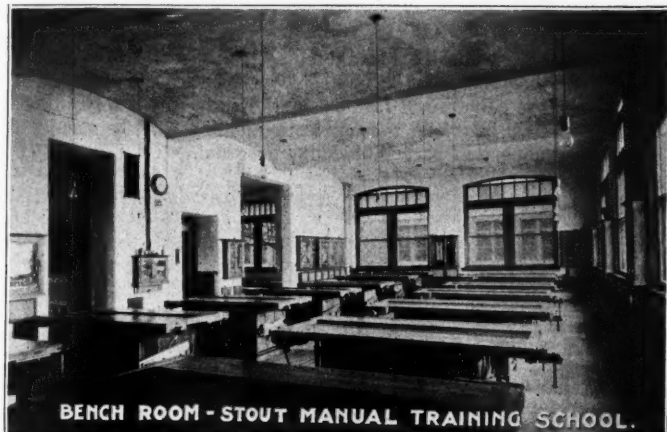
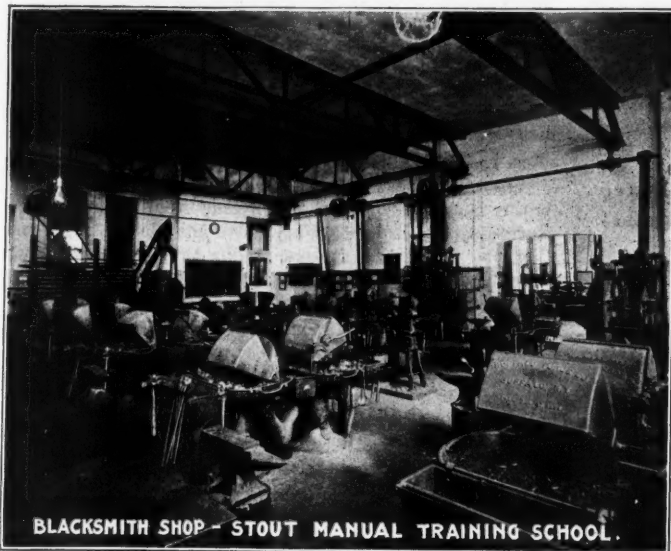
provided in most systems of schools, they will be trained with reference to the development of power and skill in organizing and carrying on work under such conditions as to equipment, as can be supplied easily in any village or city school system. The professional side of the work, that of training to teach others, will be made a prominent feature thruout the courses.

In the early experiments in manual training it was thought that artisans who were skilled in the handling of tools were proper persons for teachers. Experience, wherever this experiment has been tried, has shown the fallacy of this idea and has led to its abandonment. Among those competent to judge, it is now recognized that proper instruction in manual training and domestic science demands the application of the same pedagogical principles as does good teaching in any subject, and the teachers must be trained not only to do the things which their pupils are to do, but they must also be trained to teach pupils how to do these things, and must train them in doing them.

Dr. Harvey writes that the Stout Manual Training school is said by those who have investigated the matter, to be the best equipped manual training school in America. The demand in the West for properly trained teachers of manual training and domestic science is greater than the supply. Senator Stout feels that the equipment may be utilized for the purpose of training teachers as well as for the uses of the public school pupils. For these two reasons he has decided to have organized thoroly strong training courses for teachers of these subjects.

A kindergarten training school has been in operation for some time in connection with the manual training school. This school will be made as strong as any in the country. The fact that two new classes of schools are represented in Menomonie, the county training school for rural school teachers and the county school of agriculture and domestic economy, both in the same building, affords an excellent opportunity for experimental work in determining what may be attempted in rural schools in the way of industrial education and how rural school teachers may be prepared for this work.

The operation of the law of the survival of the fittest in educational work is best studied in the private school field. And there it has been demonstrated plainly, so that he who is not constitutionally or purposely blind may read, that success is founded upon a mastery of the theory and practice of education, and upon tact in dealing with young and old, and that tact is again essentially of a pedagogical character. This explains, too, why the best known private school people are counted among the warmest supporters of good educational journalism. THE SCHOOL JOURNAL has been especially favored by them, not only for the special attention it alone devotes to the peculiar phases of private school work, but also for its watchfulness in searching the new developments in school work, and the promptness and care in presenting the same to its readers. As a token of its appreciation of the hearty encouragement received from the leading workers in the private school field, the present special number is issued. The generosity of the advertisers made it possible to present a larger amount of special material than ever before. As the best private schools are doing a grand work as educational experiment stations, teachers everywhere will find much of practical help and suggestiveness to them in these pages. Those desiring to obtain extra copies for friends who are likely to be interested will please send the addresses to the publishers, E. L. Kellogg & Company, 61 East 9th street, New York.



The Deeper Lesson.

A BOARDING SCHOOL INCIDENT.

By MARY A. BACON, Georgia.

Except for a line or two in her forehead and a slight air of responsibility, Miss Lewis might have been taken for one of the seminary pupils as she returned with them thru the mild October evening from their daily walk. Her step was as light as theirs, her interest in the passing pleasure as keen. She was a new teacher, but in these few weeks had passed muster both with the lady principal and her somewhat fastidious pupils, not only as to her proficiency in mathematics, but in the perhaps equally important matters of dress, speech, and manners.

In the quiet, suburban village every small diversion was of moment, and the procession of girls halted on the opposite side of the street to watch the train as it stopped at the little station. Only one passenger alighted, an old man too commonplace in appearance to call for a second look, and there was a slight forward movement along the line. But Miss Lewis stepped from her place at the rear. "Girls," she said, "Alice Reed will take charge of you the rest of the way. Say to Mrs. Knight, please, that I will be at the seminary in a few minutes." She stepped across the street and the line moved on.

"Well, *who* is that with Miss Lewis?" one of the pupils said a little later, looking out of the library window and seeing the young teacher coming up the broad front walk with a stranger noticeably unlike the visitors that usually entered that door. With a girl's quick perception she noticed the drooping brim of the old man's hat, his bent shoulders, and common clothes, the shabby valise in his hand, the small tin bucket—but that Miss Lewis herself was carrying.

"It must be some of her relatives," the girl said; "how dreadfully she must feel."

"And she is such a dear!" her companion said in genuine commiseration.

But when a few seconds later they had to cross the

hall just in front of Miss Lewis and considerably turned their heads to save her feelings, she called to them to stop. "Wait, Ruth," she said, "I want you and Katherine to meet my father. These are two of our students, father. Ruth is junior and Katherine senior."

The old man looked earnestly into the young faces, a tender light in his faded blue eyes. "And you are in school to my Bessie," he said, as if the relation clothed them with unspeakable interest. "She wa'n't lookin' for me to come, but I wanted to see her so bad and find out for myself how she was gettin' along up here, that I couldn't wait any longer, and I just told her ma last night I was comin' to-day."

The girls' faces softened. "We think a good deal of Miss Lewis ourselves," Katherine said.

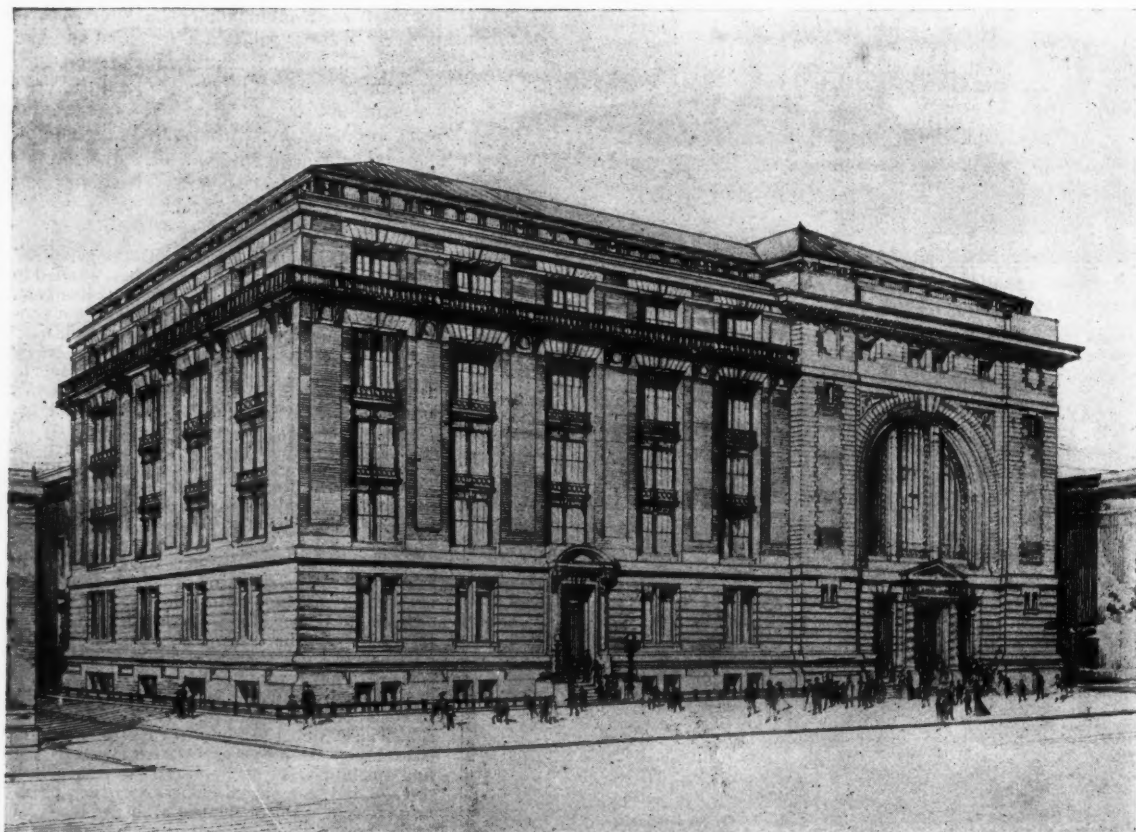
The weather-worn old face grew brighter still. "She is the best daughter in the world," he exclaimed, and warm-hearted Ruth felt a sudden mist over her eyes. "Maybe I ought to say one among the best," he added, humbly accurate; and then, as if to bring the conversation to a safer level, "I brought her a bucket of honey. I don't reckon you girls get good country honey every day."

"No, indeed," the girls said. "We sit at Miss Lewis's table and we shall expect her to divide with us."

"He is just the dearest old man," they told the other students as they gathered at the head of the steps waiting for the second bell from the dining-room, "and the way he looks at Miss Lewis is the sweetest thing you ever saw."

Their young hearts were in a glow of tender emotion, more ennobling than they knew, for they had stood for a moment in the warmth of love's large orb as it made perpetual summer in the aged father's heart.

The courses of study for rural schools are in need of a revision that will make room for subjects which affect the daily life of farmers in the most direct way. Practical farm and garden work should certainly occupy an important part in the daily program.



The Beautiful New Building of the Ethical Culture School, New York City.

Enlargement of the Secondary Field.

By REUBEN POST HALLECK, Principal of the Louisville, Ky., Boys' High School.

[Abstract of a paper read before the Department of Secondary Education at the N. E. A.]

All fields of education and of industrial life are ever enlarging. We now get three times as much steam power from a pound of coal as we did a half century ago; three times as much result from mental effort. We now save the effort wasted in blind memory, such effort as was common in making pupils learn a dozen pages of Latin rules and exceptions in advance of actual application.

Steam and improved educational methods have given to the world more time which must be intelligently employed. I do not think that moral progress has kept pace with intellectual development. Moral enlargement is the most crying need of the secondary school.

The grades are so much better taught than they were fifty years ago that they spend a part of the time thus gained in marking time, in the mere mechanics of unconstructive repetition, or in rushing ahead into some jungle better suited for high school exploration. The secondary school asks one and perhaps two years of this time. It would like to start pupils two years earlier to studying modern languages, Latin, and the relations of common things, sometimes known as science. To study these under any except specialists is damaging. The secondary school alone can afford specialists.

The secondary school must be so enlarged as to give more scope for probable reasoning, as opposed to mathematical reasoning. Few things in life are certain except death and taxes. One reason why the farm proved such a magnificent school for our ancestors was because it gave them so much practice in probable reasoning; the same kind of reasoning that prompted them to plant crops in spite of possible failure. No avenues of life point to more than probable success. In school the tyranny of mathematics has been as great as that of the classics. Much of the mathematical reasoning taught in our high schools, as well as in our grammar schools, is necessary for experts only. It has not the excuse of affording exercise in the probable reasoning, sometimes known as "horse sense," necessary to deal with untried emergencies. In making rule of thumb reasoners, our schools have already done fairly well.

If the scientific researches of the nineteenth century have proved anything, it is that progress comes from those individuals who vary from the common type. The secondary course must be so enlarged that no one pupil can take it all. He may then have increasing chance to select in terms of his individuality. Division of labor has added so much to life because it has allowed individuals to be classified according to their capacity and natural tastes. Foreigners have said that the success of American manufacturers is partly due to their large "scrap heaps" on which they throw an old machine as soon as a better one appears. Optional courses may serve as a stepping stone to relegating to the "scrap heap" many unnecessary branches and inferior teachers. I have recently enlarged my library space by sending to the "scrap heap" one-fifth of my books.

The secondary school has never yet trained successfully for life. When it properly emphasizes broad moral training as much as it has stressed intellectual training, it will then take the right step in fitting for life. The secondary school graduate who has had developed in him moral sinews of steel is already fitted to grapple with the most of life's emergencies. In education George Washington at the age of sixteen began intuitively to lay all emphasis on the development of character. It was his guiding belief that character would force intellectual growth, but that there was no certainty that mere intellectual action would develop character. Modern educators are often seen trying to drive along fashionable avenues with the carriage before the horse.

School Desks: An English View.

The subject of the proper desk for the school is one with which the average teacher is far from conversant. In "Modern School Buildings,"* a new book by Felix Clay, we get an English view, and the latest discussion of this subject. He says:

"The difficulty of the question of desks lies in the very great variation in size among children during their time in school; not only the great differences natural to the considerable range of age, but the very great difference between children of the same age. Professor Bowditch, of Harvard university, when making a careful investigation into the height and weight of nearly 25,000 school boys and girls of Boston, found the most surprising variations in the height of different pupils of the same age. The results are fully borne out by similar investigations in other parts of America and in Europe. The result of Baginsky's investigations showed a variation in children of the same age from six to eight inches.

"It should be noted that the large differences are not as a rule common. Dr. Kerr, when measuring 1,600 children in the elementary schools at Bradford, England, found that 95 per cent. of the children came within $2\frac{1}{2}$ inches of three selected heights. The variations in heights and differences in rate of growth can only be provided for fully by the use of some sort of adjustable desk that can be easily altered to suit the needs of different pupils. It should, however, be added, that altho adjustable desks are in many ways admirable, and, as a rule, very strongly advocated by medical writers on school hygiene, there are many practical difficulties that stand in their way. In many schools it is not always possible to arrange that the same boy or girl shall always occupy the same seat; classes are continually changing rooms. Then again a constant watch must be kept on such desks or they may easily be more productive of harm than the ordinary form. Either the desk or the seat may slip down, a not unlikely contingency.

"An excellent form of adjustable desk was invented by Dr. Roth. The slope of the desk for writing is fifteen degrees, and for reading forty degrees. By means of a key and nuts on the columns supporting both seat and desk, either can be altered to any desired height, the desk itself being adjustable for horizontal distance. There are footrests on each side. The most important factor in determining the comfort and suitability of the desk, after the question of height has been disposed of, is the distance in a horizontal direction between the edge of the seat and the inner edge of the desk.

"If the end of the desk projects over the edge of the seat the overlapping part is known as 'plus,' and where there is a space between the two as 'minus' distance. If a perpendicular line dropped from the edge of the desk just touches the edge of the seat it is said to be 'zero.' This last or a plus position is usually considered the best, a minus position in any degree being bad.

"The measurements of the different parts of school desks have been worked out with extraordinary care in Germany, and various writers lay down the dimensions necessary for pupils of different ages and heights. According to Spiers, every school ought to be provided with standard desks of nine different sizes, of which every class-room should have three, these sizes to range from 1 ft. $7\frac{1}{2}$ in. to 1 ft. $11\frac{1}{2}$ in. in breadth, the depth reckoning seat and desk together, from 2 ft. $2\frac{1}{2}$ in. to 3 ft. $\frac{1}{2}$ in. The desks should be placed at least two inches from the seat in front, to avoid shaking."

Social service represents the truest human interpretation of the divine idea underlying destiny and proves, most conclusively, the earnestness of man's endeavor to do the will of the All-Father which is in Heaven.

* Charles Scribners' Sons, publishers.

Modern School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

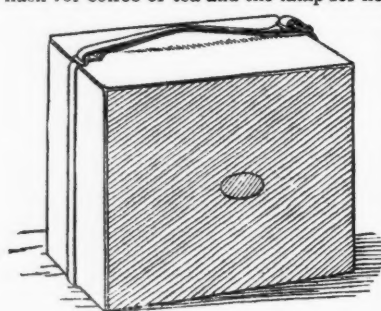
A Novel Lunch-Box.

The problem of lunches at school has long caused thought, worry, and annoyance to teachers, parents, and pupils. The cold lunch has not, unfortunately, disappeared. A new invention in the way of a box that is sure to render the lunch really palatable will be received gladly in many schools. The Bon-Vee-Von, as the new lunch-box is called, seems to meet all the requirements of such a bit of property.

It is a compact and ingenious affair made of strong metal, with several compartments for solid food, a pint flask for tea, coffee, or soup, an alcohol lamp, and a space for knives, forks, napkins, toothpicks, and similar articles. When folded up it presents the appearance of a small-sized photographic camera. The box is covered with morocco-finished imitation leather and made of a light and strong material. Being only eight inches wide, five inches deep, and seven inches high, it is not a burdensome piece of luggage for anyone to carry along on any sort of an expedition.

The construction of the device is simple. By lifting off the outer cover and lowering the hinged front the inner arrangement is revealed.

A vertical partition at one side shuts off the rectangular flask for coffee or tea and the lamp for heating. The rest of



the space is occupied by three metal trays which slide in and out on metal supports.

Above the middle and bottom trays are shelves, also sliding on metal supports. These act as covers for the trays and also fill an important part in the heating of the contents of the middle and top

trays, whenever this is desired. These shelves are made of a special asbestos material, not affected by heat.

The flask is hung from the top of its compartment by a double hook of stout wire, running in guides specially arranged for it. The lamp and its base are also held in place by guides on the bottom of the compartments, so that the flame is applied at precisely the right point.

By removing the lower trays the space may be adapted to accommodate any object it is desired to carry.

The neat appearance of the Bon-Vee-Von especially recommends it, while the opportunity to have a hot lunch is one that will prove a boon to countless people.

This box is manufactured by the Union Lunch Box Company, 21 Park Row, New York. Its low price, \$2.00, places it within the reach of both pupils and teachers.

Electric Blue Print Machine.

As trade schools and technical training increase in number in our school systems, the importance of a complete working outfit becomes more and more necessary. The blue print plays an important part in most technical work, accordingly much time must obviously be given to preparing prints. Thus the application of electricity to blue printing is of great importance to many workers along technical and scientific lines. By means of such a device vexatious delays will disappear. The dark, cloudy days of winter, smoky days, clouds of smoke and irregular light will no longer mean delay.

The apparatus which uses electricity in this field is a recent invention. It consists of a cylindrical printing frame, composed of two heavy curved plates of glass, bedded in a soft material in an adjustable tho rigid frame, together with two tubular uprights which support the arc lamp, and an automatic drive mechanism. This drive operates the lamp, having means for lowering it to the cylinder, and then automatically raising it again to its former position.

The cylinder swings on trunnions so that it can be turned to a horizontal position, which is the most convenient method for taking tracings or paper from the frames.

In operating, the cylinder is revolved to a horizontal position, and the tracings and sensitized paper are placed around the outside of the cylinder, being confined by stout canvas covers, which are drawn tight by turning a lever, thus insuring perfect contact between tracings, sensitized paper, and the glass. The cylinder is then swung to the opposite horizontal position and the operation is repeated, after which it is returned and locked in a vertical position, and is ready for printing.

By simply touching a lever the arc light starts in its de-

scend to the center of the cylinder at a speed which can be regulated to suit the sensitiveness of the paper used.

When the lamp has reached the lowest point of printing surface it automatically reverses its motion and returns to its original position above the cylinder. The simple operation of loading and swinging the cylinder is the labor necessary in operating the machine. The cost of prints by this process is less than when natural light is used.

A Scientific Catalog.

Whenever the Kny-Scheerer Company sends out a new catalog a production which will show what is best in the line of trade catalogs is expected. In the second edition of the catalog of "Anatomical and Biological models, and Osteological, Anatomical, and Biological Preparations" the firm has continued the high standard set in the past. One cannot but admire the systematic manner in which the models in anatomy are classified, the method followed being that adopted by the best scientists. There is an interesting collection of models for use in anthropology, followed by an exhaustive list of models for the study of comparative anatomy. As they are especially intended for teaching purposes most of the models are greatly enlarged, thus illustrating with effect the small details, and demonstrating them even to a considerable class at once.

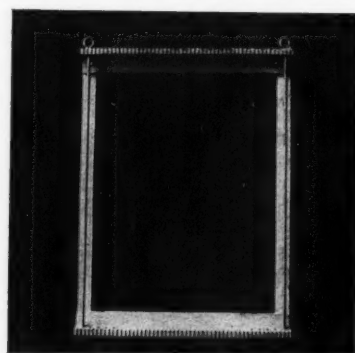
Thruout this latest catalog one is struck with the completeness of the stock described. No point seems to have been overlooked in making the scope of the list comprehensive.

A visit to the show-rooms of this firm at 225-233 Fourth avenue, New York, is always a treat to anyone interested in the truly marvelous productions in the scientific line.

An Admirable Loom.

The Todd Adjustable Hand Looms have met the need for simple, serviceable looms to be used in teaching weaving and kindred occupations of the primary and intermediate grades of the public schools.

The accompanying illustration shows loom "No. 1," a simple affair but of great utilitarian power. An important improvement on this loom is the steel band with riveted



buttons at the sides. Large numbers of these have been adopted.

Todd & Todd have, in connection with their looms, a large and entirely new supply of rug yarns, consisting of tones of a number of desirable colors. Where special colors are desired, they can be dyed to order.

Todd & Todd are easily the headquarters for supplies in this branch of the school supply business. Their address is 730 East 18th street, Minneapolis, Minn.

Water Regulator.

An automatic water regulator for steam boilers has been invented by Benjamin Walker, of Austin, Tex., which contains several new features. The float controlling the valve is so constructed as not to be liable to fill with water and means are provided whereby the float will not collapse on account of high pressure at the boiler.

The cylinder of the regulator is made in two sections connected in a water and steam tight manner, a tubular section, screwed into the bottom of the shell and provides with an annular chamber, serves as a casing for a cup-valve. The annular chamber opens into a pipe connected with the injector, which is supplied with steam when the openings in the cup-valve register with this annular chamber. The connection between the valve and the float is so constructed as to lead off any water which may accumulate in the float. A curved tube at the top of the float admits air or steam to enable it to withstand the pressure from the boiler.

As soon as the water in the boiler drops sufficiently the

valve is lowered, thus permitting steam to flow out thru the annular chamber of the valve casing and into the injector. This pumps water into the boiler until the float has been raised to its normal level.

School Supplies.

A glance at the latest descriptive catalog of school supplies issued by J. M. Olcott & Company, New York & Chicago, will be sufficient to convince any school board that all it can possibly need in the way of equipment is described within the covers. In the 160 pages all the school supplies that can be used in any school are enumerated, most of them are illustrated. Such a catalog as this is of the greatest service to the school boards in the outlying districts of the country, for so complete and precise are the descriptions that all supplies can be easily ordered by mail.

Among the bits of equipment apparatus treated are wall maps, map cases, globes, charts, models, blackboards, crayons, furniture, drawing models, and the thousand and one articles in school-room use. Those intending to purchase supplies should send for this catalog.

Elevators in School Building.

Altho elevators are fifty years old and are in universal use in business buildings, they are so rare in schools that even the metropolitan papers comment on a school-house fitted with them. But the elevator has slowly found its way into the schools of the larger cities and it will undoubtedly remodel in time the architecture of the school as completely as it has that of the office building. Public attention was first directed to the advantages of elevators at the time of the New York World's Fair in 1853, when E. G. Otis gave an exhibition of his patent safety device. The next year Mr. Otis began the business of manufacturing elevators. It was not until 1859 that the first independent elevator engine was built, and a dozen more years passed before the hydraulic elevator was developed. The only innovation since that time has been the electric elevator, which appeared in 1888.

At present there are five distinct types of hydraulic elevators on the market. Of these, the vertical cylinder type, which is found useful where space in the shaft is valuable. Where it is necessary to have the elevators scattered about in various parts of the building, the high-pressure inverted cylinder type is most useful. The power which is developed in one portion of the building can, by this means, be more widely distributed, and the machinery may also be made more compact.

The electric elevator is the type that has been installed in most schools. In electric motors the driving means is, of course, an electric motor, which operates a winding drum thru suitable gearing. But the most important feature of the electric elevator is the device for starting the motor. It would not do to provide a starting box on the car, for the operator would be too apt to turn on the entire current suddenly and burn out the motor. On this account automatic

devices for cutting out the resistance gradually are provided. The operator has no control over the action of this device except to start, stop, and reverse it.

Although a great many improvements have been made in the motor mechanisms of elevators, the safety device now commonly used does not differ materially from that which was employed thirty years ago, such changes as have been made being principally in the interest of increased speed and heavier loads.

A Potter's Wheel.

The potter's wheel for clay modeling, manufactured by the Rohde Kindergarten Supply Company, of Milwaukee, is something new and interesting for manual training and school room use.

Modeling in clay is a branch of manual work which might well be more fully developed in this country, for it opens a field which is interesting and full of possibilities in a commercial way. In the development of the child, it finds employment for various degrees of ability, and encourages and gives play to a great variety of taste.

The wheel shown in the accompanying illustration is designed to give occupation to two children, one turning the wheel while the other models the clay. The mechanical construction is very simple and strong, and the wheel does not get out of order easily. The gear wheels are enclosed, so that the children cannot possibly catch their fingers in the cogs and the machinery runs so easily that a small child can turn it without the slightest difficulty.

The Rohde Kindergarten Supply Company is the only house west of New York manufacturing kindergarten materials.

(The departments of "School Equipment" and "The Educational Trade Field" are continued on page 216.)

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals The School Journal is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies—The Teachers' Institute, The Primary School (each \$1.00 a year), and Educational Foundations, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also Our Times (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

KELLOGG'S TEACHERS' CATALOG. 144 large pages, describes and illustrates our own publications,—free.

KELLOGG'S ENTERTAINMENT CATALOG. Describes the cream of this literature, over 700 titles,—free.

KELLOGG'S NEW CENTURY CATALOG. Describes and classifies 1700 of the leading pedagogical books of all publishers. A unique and valuable list.—2c. Send all orders to the New York office. Books and files of our periodicals may be examined at our Chicago (236 Wabash Ave.) and Boston (116 Summer St.) offices. Send all subscriptions to the New York office.

E. L. KELLOGG & CO. Educational Publishers,

61 East Ninth Street, New York

THE SCHOOL JOURNAL is entered as second class matter at the N.Y. Post Office



Rhode's Potter's Wheel for Clay Modeling.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 5, 1903.

The Increase of Boarding Schools.

The marked increase in the number of high class boarding schools, especially those for girls, seems to have furnished new texts for mourning over the decline of American family life. The superficial observer of the situation will find just sufficient appearances of decay to support the erroneous conclusion. That young people are sent to the boarding schools shows in itself very little beyond the fact that there are people able to pay for that sort of thing. Correct interpretations can only be arrived at from a study of the reasons why boarding schools attract an increasing number of pupils, which of them are best patronized, and for what reasons.

The first fact to impress a careful observer is that parents, especially mothers, are more thoroly alive than ever before to the necessity of giving their daughters such social training as their future would seem to expect of them. This training, it is now felt, cannot be adequately furnished in the home. The demands which modern life makes upon woman in the way of social activity are growing and the tide cannot be turned back. For giving the preparation necessary for life the boarding school is especially well equipped.

The social standing of the parents of the pupils already enrolled usually is, all other things being equal, the determining consideration with fathers and mothers in the choice of a school. If they deem it desirable that their daughters should have friends in a certain social set which appears to be best represented at the school in A., it is to A. the girl will most likely be sent.

Living together and doing things together at boarding school are far more effective means of social education than any home could possibly supply, even under the most favorable auspices. Moreover, the social activity provided in and by the family circle is usually at the expense of body and mind. The boarding school arranges its program with special reference to the preservation and strengthening of the pupils' health, and allows no social affairs to interfere with intellectual progress.

Another point which many parents have in mind when they send their daughters away from home is to afford them such training in the household arts as the present race of mothers is not able to give, either from lack of knowledge, or because of the stress and strain of the social life into which they themselves have been drawn. The best schools make it their special purpose to educate the girl to become the competent mistress of a household. Domestic economy is taught practically as well as theoretically. The large number of people who constitute a boarding school family affords opportunities for training in the household arts that no family could ever think of supplying.

And as to boys. Much that has been said of the special advantages of boarding school education for girls applies here also. The boy must get away from home to have his selfishness properly toned down. Small families in comfortable circumstances with their one boy apiece are turning out too many prigs and inconsiderate, self-centered weaklings. The boy must be taken out of the circle in which he feels himself to be the all-important center, and pass thru the democratic discipline of the boarding school playground, with no one to wipe his tears when things have gone against his will, except in an epistolary manner which cannot do very much harm.

It is folly to speak of boarding schools as undemocratic. They are many of them in a way doing more for the development of true democracy among their pupils than most public institutions doing the same grade of intellectual work. Boarding schools cultivate friend-

ship and personal interest among their pupils, while public schools as at present constituted fail to accomplish much in this direction. As well might one try to argue that colleges are doing less for the cultivation of wholesome good fellowship than the night schools for adults and university extension courses. A good boarding school has a specific educational and social purpose worthy of every encouragement.

Fitch and Rooper.

The English school world has sustained a severe loss in the deaths of Inspector Thomas Godolphin Rooper and Sir Joshua Fitch. The latter has been for many years recognized as Great Britain's Nestor of education. His "Lectures on Teaching," delivered before the University of Cambridge in 1880, form one of the most valued books in modern pedagogical literature, from which thousands of American teachers have drawn inspiration and practical suggestion. It is essentially a popular treatise, with little, if any, psychological theorization regarding the problem of teaching from the common sense point of class-room experience. Fitch was unquestionably the most influential expositor of educational questions touching the needs of his native country. The reading public, and even parliament, respected his arguments highly. His extensive study of national educational systems, his breadth of view, coupled with the power of keen, logical presentation, gave unusual weight to his utterances. It is strange that the death of Rooper, whom he regarded as "the coming man in education" should have occurred so close to his own.

Rooper was an educational enthusiast, who by American teachers will be best remembered as the author of "A Pot of Green Feathers," the first plain and sensible exposition of the meaning and educational significance of "apperception," a term with which the followers of Herbart in Germany drew lightning from the pedagogical sky, and which caused English speaking teachers no end of trouble to interpret. At Bradford and Southampton his loss is felt as that of the humane, helpful, and inspiring school inspector that he was, sympathizing with his whole heart with every conscientious laborer in the educational field, and striving with all his might to make life at school as happy and productive of best results as untiring devotion could possibly make it.

Golden Words.

President Eliot expressed in his address before the N. E. A. at Boston, on "A New Definition of the Cultivated Man," some thoughts that every teacher could well inscribe on parchment and frame and hang on his own as well as on the school-room walls. "The Cultivated Man," said President Eliot, "should have a sympathetic acquaintance with both nature and humanity, have a firmly-formed character, power to understand and use language, a select store of human knowledge, and a trained and constructive imagination."

Here are five things; the Old Education dealt only with the fourth—the store of knowledge. President Eliot agreed (1) that this must necessarily be small, (2) that it must be properly selected, and (3) that it must be that which would enable a man, with his individual personal qualities, to deal best and sympathize best with nature and other human beings. It is here that passion for service must fuse with passion for knowledge.

These words are among the noblest utterances made by the eminent gentlemen who have held the presidency of the N. E. A. President Eliot holds to the doctrine often enunciated in these pages that there must be in the teacher (who is a Cultivated Man intent on producing other cultivated men, a "passion for service." The teacher must eminently possess this. At the last analysis the teacher must be able to say, "For this cause come I into the world"—that he was born to teach—to be of service.

Great Work of the New York Teachers' Extension Courses.

The friends of progressive education in New York city are justly proud of the results achieved in the University Extension Courses of the New York Teachers' Association. Throught the past year classes in English literature, mathematics, civics, psychology, and history of education have been in successful operation. Professors George S. Blakeley, Irving O. Heike, James M. Kieran, Wm. F. O'Callaghan, and Edward L. Thorndike were the leaders in the several departments. The object in establishing these courses was not only the improvement of the members of the association in scholarship and pedagogic equipment, but also to help them meet the requirements of the board of examiners for favorable consideration for promotion to higher positions in the city system.

The active aid of Hon. Charles C. Burlingham, formerly president of the board of education, and of City Supt. William H. Maxwell resulted in the recognition of the work by the New York State Board of Regents. A charter of incorporation was granted, and in future the New York Teachers' Association will be practically a working university for post-graduate work, in addition to being the largest city organization in the whole country for the general, social, and literary improvement of its members.

The enactment of the Davis law has put an effective quietus upon any anxiety on the salary question, and teachers are free to spend their leisure hours in efforts at self-improvement. President Magnus Gross, the efficient head of the Teachers' Association, deserves great credit for the success of the new movement, and has had the loyal co-operation and active support of District Supt. Edward W. Stitt, who, as chairman of the committee on school work has had immediate charge of the Extension Courses, engaged the members of the faculty, and has had direct supervision and oversight of the post-graduate work.

The classes were held in the Normal college, in rooms kindly set apart thru the courtesy of President Thomas Hunter and the college committee, of which Hon. Alrick H. Man is the chairman.

On Friday evening, June 26, the first commencement exercises of this unique school movement was held in the hall of the board of education. A large number of teachers and their friends gathered to extend their congratulations. An elaborate program of excellent music was furnished by the Teachers' Choral Society of seventy voices under the leadership of Louis L. Lambert, director. President Magnus Gross presided and gave an interesting account of the establishment of the extension courses, expressing the hope that the work so well begun might grow to still more ambitious efforts.

City Supt. William H. Maxwell recited, in eloquent language, the efforts that the teachers of New York were making for self-improvement, and explained the necessity for the examinations of teachers for the higher promotion licenses. He showed that in a system of over ten thousand teachers it was absolutely necessary to have more than the marks of the principals and visiting superintendents, especially when, as often happened, there was a lack of agreement between the ratings. To prevent the encroachment of politicians, and to help the teacher who had no "pull" to have an equal chance of promotion with others, the modified form of examinations had been instituted. Dr. Maxwell expressed the hope that, as New York was now ahead of all other cities in the matter of salaries, there might be imitation by other cities in that respect as well as in the post-graduate work of the Teachers' university, conducted and planned by the teachers themselves.

Pres. Henry A. Rogers, of the board of education, in a graceful speech congratulated the association upon the success of the first years' work and awarded the diplomas to the graduates. Miss Catharine M. Luddy delivered the "Response for the class of 1903," and in pleasing words expressed the appreciation of the members to the board of education, to Superintendent Maxwell, to the officers of the Teachers' Association, and to the members

of the faculty for their combined efforts to make a success of the Extension Courses.

Dr. Edward W. Stitt, the chairman of the committee on school work, delivered the closing address. He strongly urged the importance of rising above the merely financial side of school work, especially in New York, where teachers are so well paid. A large amount of their spare time should certainly be devoted to professional advancement. It was shown that many teachers had engaged in the post-graduate work who had not felt competent or desirous of continuing their studies at the schools of pedagogy of the various universities, and the hope was expressed that, having made a start at their pedagogic equipment, the teacher graduates might be encouraged to still more ambitious work to prepare themselves for the higher fields of the principalship or the superintendency.

The following is a list of the graduates who received diplomas:

PSYCHOLOGY.

Elizabeth Allen	Louise V. V. Armstrong
Madeline D. Attkinson	Mary Jos. Caudler
Dora Cody	Lena L. Cohn
Sarah E. Griffin	Minnie E. Hoagland
Matilda A. Hopf	Mary J. C. Kerr
Augusta Korbett	Dorris Korbett
Catharine M. Luddy	Louise Mehl
Belle Milne Massie	Eliza McGibney
Jacob J. Shufro	Ethel Marie Sheerin

Julia T. Dodge.

CIVICS.

Leila M. Besselièvre	Lillie Bohm
Teresa C. Brady	C. Emma Bourjes
Annie M. Boyne	Josephine T. Carlisle
Bessie Campbell	Mary J. Caudler
Anna T. Carlon	Mathe Claudine Cook
Mary B. Dillon	Wolphine Dunkirk
Mrs. Josephine W. Flowers	C. Mathilde Klees
Elizabeth C. Klein	Margaret L. Larney
Eleanor L. McCarthy	Jane C. Manuel
Adrienne Minelli	Adelaide Mott
Mary A. O'Donnell	Emma F. O'Neill
Eunice P. Otis	Isabel Roeder
Rachel Selig	Euphemia C. Van Holland
Margaret N. Wheaton	Miriam R. Wood

ENGLISH.

Mr. E. F. Kilcoin	Mr. Edw. J. McNally
Miss Daisy R. Appell	Miss Aimee Baer
Miss M. A. Bergman	Miss Mina Bretzfelder
Miss N. F. Hurley	Miss M. A. Lyons
Miss I. A. Meister	Miss T. W. Nilson
Miss Gizella Polachek	Miss S. T. Regan
Miss A. Stewart	Miss Eleanor L. Toner

Miss I. E. Zaiser

MATHEMATICS.

Edward J. McNally	Miss Eda Steinach
Miss Anna G. Kammerer	

PRINCIPLES OF EDUCATION.

Madeline D. Attkinson	Minnie E. Hoagland
Daisy Aymar	Matilda A. Hopf
Leonore Block	Esther R. Jacobsohn
Bertha M. Calhoun	C. Mathilde Klees
Dora Cody	M. Jeannie Kerr
Lena L. Cohn	Augusta Korbett
Jessie B. Colburn	Doris Korbett
Mattie C. Cook	Catharine M. Luddy
Mary J. Caudler	Amelia Lillianfeld
Mary Dodge	Belle Massie
Martha Friedman	Bella S. Pollock
Sadie E. Griffin	E. Mercy Reynolds
Mary F. Haggerty	Ethel M. Sheerin
Mary F. Higgins	Fannie Theiss
Elsie E. Weiss	

New York city may well be proud of her teachers. The increase of their salaries has proved a splendid investment. Professional self-improvement is making most encouraging progress. There is more willingness than ever before to take advantage of every means offered to promote the study of education and school management. Dr. Maxwell has done much to help on the movement by the encouragement given to those taking an active part in it. The work of the local association in building up a worthy teachers' association is worthy of the highest commendation. All honor to those who shaped the new endeavors!

Consolidation of Effort.

The publication of a high class professional periodical for teachers is attended by difficulties and discouragements which few can appreciate who have not tried their hand at it. Study and care and close touch with educational work are nowhere less adequately remunerated than in this special field. There are many reasons for this, the weight of which does not, however, seem to be felt by those outside. Yet it is a work that must be done, and fortunately there are some who recognize its importance and feel a call to do it.

Generally speaking, efforts to promote educational progress thru a periodical publication ought to be concentrated as much as possible upon the building up of a few strong periodicals representative of the best thought of American educators and the highest ideals of the great army of teachers. The multiplication of educational papers should be discouraged, and dissipation of professional endeavor of every kind prevented as much as possible. Now and then, an educational leader may be impressed with the apparently urgent need of special work in some particular field. A careful survey of all the conditions, and conference with those best able to judge, may further convince him that a new periodical will best serve the objects to be attained. If he is right, his enterprise is to be commended and deserves support. Nevertheless, it is doubtful whether professional enthusiasm is advanced quite far enough to favor the division of the school field into geographical sections.

If only every educator of influence could realize the importance of giving his full support to the periodical or periodicals he considers most entitled to it, from a broad, disinterested, professional conviction, how much more could be accomplished for the dignity of teaching and the efficiency of school work! Let those who feel they have a special message to teachers speak thru the journal best fitted to appeal to people who would take that message most to heart. If there are those who know how to produce better periodicals than any now existing, let them address their criticisms to the editor least remote from the threshold of their own personal ideals. Let those who have ideas come forward with them. If they have not time enough to write an article, let them send in an occasional brief letter of comment. A stronger concentration of educational effort is, indeed, very much needed.

Welcome!

Nowhere in the country is there at present greater enthusiasm for the development of popular education than in the South. Accordingly, when the *Atlantic Educational Journal* was launched, under the able editorship of Prof. P. P. Claxton, then of the State Normal and Industrial School at Greensboro, N. C., the prospects for its success seemed exceptionally favorable. Every number contained valuable contributions and comment. A high conception of school work pervaded the whole. Almost from the first issue, *The Journal* was regarded as by far the most important educational periodical issued in the Southern states. The friends of the new movement enrolled as subscribers, and lent their influence to the advancement of the cause. Professor Claxton labored with tact and professional zeal to produce a worthy medium for the advancement of the theory and art of teaching. His peculiar fitness for this work was rewarded by practical recognition in his appointment to the deanship of the foremost Southern university school of education. But the financial support accorded the *Atlantic Educational Journal* proved, after all, insufficient. The publishers finally decided to discontinue the periodical. Desirous of supplying their subscribers with a professional periodical worthy of such special endorsement they turned their lists over to THE SCHOOL JOURNAL and *Teachers' Institute*. The consolidation took place last week, and we are glad in this number to welcome the many new friends that have joined our ranks. Professor Claxton will continue to

take an active interest in the efforts to advance popular education in the South, and an occasional word from him may be looked for in these pages. Upon the broad educational platform of THE SCHOOL JOURNAL there is room for the discussion of every important phase of the cause for which it stands.

Letters.

Mr. John S. Ketcham.

It was my privilege to know Mr. Ketcham when he was principal of Public School, No. 28, 20 West Fortieth street, and I wish to testify to his excellence as a man and as a teacher. The twenty-six years he spent in public school work were for the benefit of humanity. Whether teaching is or is not a profession, every one will agree it is for the benefit of young people. This cannot be said of any other of the professions except preaching.

Mr. Ketcham was a quiet, modest man who fulfilled all his duties with conscientiousness. Knowing him well I can testify to his devotion to his school; he was anxious that teachers should be cultivated and he responded to the efforts of THE SCHOOL JOURNAL in that direction. He felt that the teacher should be a laborer for the good of humanity.

New York.

E. B. G.

The New Pope.

Two or three years ago I happened to be at Venice on St. Mark's day, and before six o'clock in the morning I was in the cathedral, hoping to join with my neighbors in such acts of worship as I might be allowed to join in with them. The service was certainly one of the most striking I have ever seen, and it illustrated, I think, the character and influence of the new pope. Soon after I arrived at the church large gondolas brought boat-loads of working men from the different parishes of the city; and, landing at the steps of the Grand Canal, each parish formed a procession, the parish priest at its head in his black cassock, and then, singing a Litany, marched into the great church and up to the chancel step. In a minute or two each parochial procession dispersed amongst the general crowd, making way for fresh processions of the same kind, until the church was quite full of men, almost entirely of the working class. Then the Cardinal-Archbishop, gorgeously apparelled, mounted the pulpit and preached a most effective and patriotic sermon. He told the men that they were "citizens of no mean city," and that, tho many of its glories had passed away, they might still make Venice great by being good. There was constant applause on the part of the audience, and I was struck all thru by the extraordinary sympathy between the preacher and his people.

It is to me a happy augury of the good influence which Pius X. may exercise in the tremendous office to which he is called.

J. ANDREWES REEVE.

London.

A Novel Bridge for New York.

The new bridge that is to be built over the East river between the foot of Pike street, Manhattan, and Brooklyn, is planned on unconventional lines. According to the plans, the superstructure of the main spans is to be suspended from link, or eye-bar, cables, having fixed connections at the tops of the towers and at the anchorages. This will do away with the trusses that are used on most bridges for stiffening, and, at the same time, will give ample strength to the structure. An unusual feature will be a large hall built inside of each anchorage, to be devoted to public use under the direction of the city officials. *Harper's Weekly* for Aug. 22 publishes an interesting drawing of the new bridge as it will look when completed.

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Chicago
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The Educational Trade Field.

The state text-book board of Georgia has decided upon noon, October 5, as the date when bids and sample books must be submitted. The adoption of the text-books will be made on December 1. The text-book committee will be appointed in a few days.

Virginia is to make adoptions of text-books for the entire state, the first of next March.

D. C. Heath & Company have moved their offices in Atlanta to Pryor street, opposite the Marion hotel.

A state text-book commission of Alabama met on August 25 and decided that the pupils in the schools may still continue to study from books "similar in use" to those adopted. This allows pupils to use books of the kinds adopted by the commission even if they are not of the same edition for which the state has contracted. It was also decided that cities may continue to use their old text-books for one year.

Alabama has adopted the Cook & Cropsey arithmetics, of which Dr. John W. Cook, the new president of the N. E. A., is one of the authors. Silver, Burdett & Company are the publishers.

The new Webster-Cooley Language Lessons from Literature, altho just from the press, have already been adopted by Minneapolis. Houghton, Mifflin & Company are the publishers.

The Walsh series of arithmetics, published last spring by D. C. Heath & Co., have been adopted by some of the schools of Providence, R. I. The Wentworth and Pierce Arithmetics are also in use in some grades. Three text-books are thus used by every child in his progress thru the grammar grades.

Henry C. Hill, who left Ginn & Company some five years ago to engage in the practice of law, has returned to the book business. He is representing Charles Scribner's Sons in the East.

George B. Chandler, who has so successfully represented Ginn & Company in the West, is another bookman to yield to the attractions of insurance.

Frank J. Sherman is the New England representative of the Globe School Book Company. His headquarters is 120 Boylston street, Boston.

The Standard Cabinet and School Supply Works has been established at Buffalo, N. Y., with W. H. Stockman as manager. The company will manufacture cabinets for the disinfection of school books, relief maps, and school desks.

Rand, McNally & Company are preparing to move their two large plants, employing more than 1,000 persons, from Chicago. The object of the removal is to escape labor troubles. Officials of the company state that it is impossible to maintain a plant like theirs in Chicago and meet the demands of the unions.

The University Publishing Company have had Maury's Elementary Manual and Physical Geographies adopted in Alabama, and also Hansel's "History of the United States."

Little, Brown & Company, of 254 Washington street, Boston, are devoting considerable attention to the supply of good supplementary reading and school library books.

Mississippi is considering the advisability of adopting a uniform text-book law. A comparison of the Mississippi system with that under the uniform system in Alabama is proving decidedly unfavorable to Mississippi.

Frank G. Webb, who until recently represented Silver, Burdett & Company in Georgia, has formed an association with Mr. Plantu of the Southern School Supply Company.

Several changes have been made at the Chicago office of the Joseph Dixon Crucible Company. Dudley A. Johnson has given up the school business which he has looked after for a number of years. This branch will be attended to by C. M. Harding, formerly associated with the Gillott Pen Company, of New York.

Boards in need of copy-books or materials for bookkeeping should keep in mind the Ellsworth Company, 127 Duane street, New York. The Ellsworth system is a standard system with strikingly original methods. Long experience combined with expert authorship have produced materials excellently well adapted for this kind of work. The company publishes nine sets for penmanship uses. These include all the varieties of slant now in use.

In all school libraries a suitable binder for the files of the various educational publications is almost a necessity. The binder of the Feldmann's System Mfg. Co., of Chicago, Ill., is one of the best on the market. It is made in sizes which have been found the most suitable in actual use. It is well made and will last a number of years. It comes in dark green, library green, dark blue, dark red, and buckram.

The patent and freehand drawing papers of Taylor & Company, 5 Northampton avenue, Springfield, Mass., are having a wide sale among schools. Any board which has not already purchased supplies of drawing paper for next year should send for their samples.

Charles Dexter Allen, author of "American Book Plates," is now general manager of the Cosmos Pictures Company.

A contract for books and stationery, amounting in all to \$15,507, was awarded at the last meeting of the board of school commissioners of Baltimore, Md., to The William J. C. Dulany Company. The bid was 20½ per cent. off of the listed price for books to the amount of \$11,324.

A. J. Nystrom & Company, 132-134 Lake street, Chicago, have issued a catalog of maps, charts, and globes, which should prove of service to all purchasers of school supplies.

The Harvard Text-Book Corporation of New York city has been incorporated to print and publish books. Charles E. Turner, Charles H. Provost, and Howard A. Cory are the incorporators.

C. A. Duvall who has so ably represented Silver, Burdett & Co., at Syracuse, N. Y., has resigned his position.

The Modern Music Series, published by Silver Burdett & Company, has been adopted in St. Louis.

The Chandler Adjustable Chair and Desk Company, of Boston, has had a large number of contracts this summer. Among them was one for furnishing the new high school annex at Attleboro, Mass.

Charles C. Hughes, formerly superintendent of schools at Alameda City, Cal., is now representing Silver, Burdett & Company in that state.

Smith-Premier typewriters have been introduced into a large number of schools during the past two months.

D. Appleton & Company have purchased the publishing business of Dr. Wm. O. Krohn, author of the two well-known books on hygiene.

James E. Warner, formerly with Benj. H. Sanborn & Company, is now with the Central School Supply House.

The Pauls Ink Company has been incorporated under the laws of the state of New Jersey. This company has purchased the patents of the Safety Bottle and Ink Company.

The main building of the plant of the American School Furniture Company, at Piqua, Ohio, was destroyed by fire on August 6.

Col. J. P. B. Allen, of Atlanta, Ga., is representing The Morse Company in the South. He is a graduate of the University of Georgia.

The Quincy Word List published by this company, has been adopted for three years in Lansing, Mich., also in Clinton, Ia., Iron Mountain, Mich., Muscatine, Ia., Phillipsburg, N. J., Canton, Ohio, and Flint, Mich. Every child in the public schools of Cleveland, Ohio, has a copy of this excellent book.

Just at present there are a number of absentees from the New York office of this house. Mr. Edgar O. Silver, the president, is enjoying a vacation at Derby, Vt. Mr. Caspar W. Hodgson, who represented D. C. Heath & Co. on the Pacific coast for several years, but who is now at the head of the department of publicity, has returned to his old home for a brief trip. Mr. Martin, the head of the department of correspondence, is temporarily on the road in North Carolina. Mr. Martin is a Virginian and is extremely popular in the South. Mr. Fielder, the editor, has passed his vacation in the Catskills.

S. E. Pond is now representing the house in northern Michigan and Minnesota. Among the bookmen who have been in New York recently are Mr. Dudley Cowles, manager of the Southern field, Mr. La Taste from Texas, Messrs. Albert Silver, Hatch, and Stevens, from Boston; Mr. Congdon from Chicago, and Mr. Peckham from Albany.

The B. F. Johnson Company, Richmond, Va., has received one more tribute in the adoption of the "Graded Classics Readers" by the state of Texas. This house is carrying a splendid list of books and is achieving a high place in the book world. A perusal of its lists is well worth while, for the books are original and full of unique ideas.

The University of Chicago Press is doing a work which resembles in many respects the presses connected with the great English universities. Its work in publishing the theses of candidates for the doctorate and the reports of special investigators is worthy of emulation by other institutions.

The books it is issuing along other lines, particularly educational lines, are valuable and worthy the attention of teachers everywhere. From the list of books published for teachers will be found many of great importance.



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A. W. Harris, Director.

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As implied by the title, emphasis is constantly laid on physiology, and anatomical details are given only so far as is necessary to make intelligible the various physiological processes. Hygiene is discussed in a separate section at the end of the study of each system. The book is not a laboratory guide, yet it is intended to lead the pupil to the study of the organs and tissues of his own body rather than to learn text-book statements about them.

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This volume will be found useful as a manual from which a fairly definite idea of the character and work of our Government may be obtained. It gives suggestions and material for further study of particular topics and the practical side of American government as it is to-day.

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This discusses two very important problems in primary education—the oral work in the handling of stories and the introduction to the art of reading in the earliest school work. The close relation between the two subjects is fully explained. At the end of each chapter and at the end of the book is given a somewhat complete list of books for the use of both pupils and teachers.

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THE GEOGRAPHY OF COMMERCE

By DR. SPENCER TROTTER, Swarthmore College.

This, the first volume of MACMILLAN'S COMMERCIAL SERIES, presents the essential features of industry and trade as conditioned by different geographical environments. The great contrasts between different regions as regards their physical features (climate, soil, productions, etc.), and the needs of a people of one country for the productions of another, are made the fundamental principle of commercial intercourse.

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The Penn Publishing Company, 951 Arch street, Philadelphia calls the attention of many SCHOOL JOURNAL readers to three books of special interest and value. They include "Practical Elocution," a "Hand-Book of Pronunciation" and "One Hundred Choice Selections." These are all books connected with voice culture and all are worthy of the most careful attention.

The growth of the list of adoptions of the Modern Music series, published by Silver, Burdett & Co., has been one of the most remarkable known in the school book field during the past three years. Among the many adoptions of the past summer were St. Louis, Atlanta and Augusta, Ga., and Troy, N. Y.

The trade list of D. C. Heath & Company was published last month. Its careful arrangement is instructive. Every book has its code word for use in ordering by telegraph, and an index makes the contents easily accessible. The list of books is surprisingly large and all subjects seem to be thoroly covered.

The headquarters of the Ed. C. Fowler Book Company, Montgomery, Ala., has been designated as the state depository of Montgomery, under the new uniform text-book law.

D. Appleton & Company have filed a certificate of an increase of capital stock from \$3,000,000 to \$3,500,000.

State Text-Book Adoptions.

The Texas state text-book commission has made the following adoptions: "Modern Speller," American Book Co.; Primer, Wheeler & Co., Chicago; Readers 1, 2, and 3, B. F. Johnson & Co.; Stickney Readers 4 and 5, Ginn & Co.; History of Our Country, Ginn & Co.; Hyde: Lessons in English, 2 books, D. C. Heath & Co.; Arithmetic, D. C. Heath & Co.; Coleman's Beginning Physiology and Hopkins' Mental Arithmetic, The Macmillan Co.; Welsh's English Composition and Conn's Physiology, Silver, Burdett, & Co.; Sisk's Grammar, Gammel-Statesman Co., Austin, Texas; Maury's Geographies, University Publishing Co.; Beginners' History of Our Country, Southern Publishing Co., Dallas, Texas; Texas History, Mrs. P. V. Pennybacker, Austin, Texas; Kilpatrick's Copy Books, Globe School Book Co.

Recent Deaths.

William R. Thigpen, the well-known representative of Ginn & Co. in Mississippi and Louisiana, died on August 24 at Vicksburg, Miss. Mr. Thigpen was born in Georgia and for many years was a teacher in that state. He taught at Chatham, Ga., academy for fourteen years. He was the Georgia director of the N. E. A. and for two years was president of the Georgia Teachers' Association. In 1898 he became associated with Ginn & Co. and remained with that house until the time of his death. During his five years of service as a bookman he gained a host of friends thruout Mississippi and Louisiana.

Moses Pollock, said to be the oldest publisher in the United States, died in Philadelphia recently. He was born in that city in 1817, and was in the book trade for seventy-two years.

The Late Joseph Gillott.

The death of Joseph Gillott, the last surviving son of Joseph Gillott & Sons, penmaker, Birmingham, England, occurred a short time since. Mr. Gillott was the sole proprietor of the business, whose products are known all over the world. Inheriting the business from his father, who was one of the pioneers in the steel pen industry, the late Mr. Gillott carried it on along the same lines as his predecessor. The founding of the firm by the first Joseph Gillott forms an interesting story.

In 1822 the elder Gillott went to Birmingham from Sheffield. He started in without even the proverbial farthing, but thru his thrifty habits he was able to save money sufficient to enable him to start in business for himself. He began the manufacture of his later famous pens in a garret in Birmingham. To add to the romance of the story it is stated that Joseph Gillott acquired from the sister of William and John Mitchell, whom he subsequently married, the knowledge which aided him in making his first pen. The Mitchells, at any rate, were experimenting at this time in the art of making pens from steel, and the story goes that the prospective Mrs. Gillott revealed to her betrothed the nature of the work in which her brothers were engaged.

Joseph Gillott, however, was the first to make use of the press in pen-making, and this gave him an enormous advantage over his competitors.

The late Joseph Gillott inherited his father's business and carried it on along the same lines as his predecessor. The works in Birmingham have been managed by experienced men under the superintendence of Mr. Gillott. In recent years there has been great competition in the pen trade, but the Gillott pens still hold their place as among the best quality pens.

During Mr. Gillott's life his works were visited by Queen Victoria and the present king and queen. In temperament Mr. Gillott was of a liberal and generous disposition.

Notes of New Books.

Descriptive Chemistry, by Lyman C. Newell, Ph. D., instructor in chemistry, State Normal school, Lowell, Mass. — It is refreshing to read a book designed for study by pupils, whose author has some facts and principles to present to the student. The student should discover laws and theories for himself so acquiring the power of generalization. But to give him the view that he is to learn only what he has first discovered now the common method makes him believe that he has learned a subject when he has only mastered its alphabet. Chemistry is so extensive a branch that the expert can cover only a single line; the school pupil can acquire only its method and its general laws.

The first and principal part of Dr. Newell's work describes carefully the properties and familiar reactions of the principal elements with their more important compounds. Then the author discusses clearly and fully the important laws of the branch, including the present view of electrolysis. This chapter is a very important one inasmuch as it develops clearly the view of the ion as an electric factor, thus opening the way to the constitution of matter. The second part consists of a large number of well selected experiments for the student in the laboratory. They are to be performed along with the study of the text. The whole work is very able. (D. C. Heath & Company, Boston, Mass.)

Boston: A Guide Book, by Edwin M. Bacon, is the title of the beautiful guide which Ginn & Company published for free distribution at the N. E. A. convention. The publishers have issued, besides the souvenir edition, a special edition bound black and gold. This is offered to the general public. Among the distinctive features claimed by the publishers for the guide are the following:

1. The material is original and has been obtained by references to original sources and documents. The author's name alone is a sufficient warrant for its trustworthiness.
2. Eight pages of color maps at the back of the book and numerous diagram maps provide unusually adequate map material, at once convenient and exhaustive.
3. A helpful table of contents, the logical arrangement of material, the running titles, and above all, a complete alphabetical index make this guide as convenient as possible.
4. The mechanical execution of the book, the paper, press work, printing, illustrations, etc., speak for themselves. In all respects this book is intended to be the standard guide to Boston.

The Merchant of Venice, with introduction, notes, appendices, and glossary, by Thomas Marc Parrott, Ph. D., professor of English in Princeton university. — This edition aims first of all by means of an introduction to inform the student of the circumstances under which the "Merchant of Venice" was written and to show him something of Shakespeare's mastery of his art. Further it presents a new, and, it is believed, an accurate text. The notes are many and complete because they are for the young student. The book, one of the series of English readings, is neatly bound in cloth. (Henry Holt & Company, New York.)

A New Route.

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The Peril and the Preservation of the Home, Being the William L. Bull Lectures for the Year 1903. By Jacob A. Riis, Author of "The Making of an American," "The Battle with the Slums," etc. Mr. Riis has long been a leader in the movement to replace the crowded tenements of New York City by suitable homes. These lectures, given before crowded audiences in Philadelphia, recount the conditions which obtained at the beginning of the contest and the results secured. The first lecture describes the terrible conditions of the slum regions of the city, with numerous crowded buildings destroying the children by thousands. In the second, Mr. Riis tells of the fight for the home, with the steady improvement of the tenements thru giving air spaces and suitable ventilation. The third lecture shows the present needs, and the fourth shows how the future success of the nation rests upon the proper care of the young. Here the primary purpose should be to give the young natural development. The playgrounds have proved a wonderful aid. (George W. Jacobs & Company, Philadelphia.)

An important announcement in the school-book world is

that of the Morse Company, of the immediate publication of a history of the United States for the third and fourth grades by M. W. Hazen, well known as the author of "A Series of Readers," "A Series of Spellers," and "A Language Series." The advance sheets show that the treatment is extremely keen and clear, and what is more admirable, the story is told consecutively.

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LANGUAGES			
Hugo's Spanish Simplified	Alice W. Cooley	\$1.00	Isaac Pittman & Sons
Language Lessons from Literature	J. N. Patrick		Houghton, Mifflin & Co.
Principles of English Grammar			J. B. Lippincott Co.
SCIENCE			
First Book in Hygiene	Wm. O. Krohn		D. Appleton & Co.
The Normal Herbarium			Monroe Book Co.
READING			
The Jones Readers	L. H. Jones		Ginn & Co.
MISCELLANY.			
The Training of Wild Animals	Frank C. Bostock	1.00	Century Co.
Boston—A Guide Book	Edwin M. Bacon		Ginn & Co.
John Adams and Daniel Webster as Schoolmasters	Elizabeth P. Gould	1.00	Palmer Co.
Gordon Keith	Thomas Nelson Page	1.50	Charles Scribner's Sons
Cheerful Americans	Chas. B. Loomis		Henry Holt & Co.
Stories from the Hebrew	Josephine W. Heermans		Silver, Burdett & Co.
Tools and Machines	Chas. Barnard		" " "
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The Call of the Wild	Jack London		" " "
Literary Leaders of America	Richard Burton		Chautauqua Press
Studies in the Evolution of Industrial Society			" " "
Provincial Types in American Fiction	Richard T. Ely		" " "
The Man in the Camlet Cloak	Horace S. Fiske		" " "
Under Mad Anthony's Banner	Carlen Bateson	1.50	Saalfeld Pub. Co.
Webster's New Standard Dictionary	James B. Naylor		" " "
The British Nation		2.50	Laird & Lee
Swain School Lectures	George M. Wrong		D. Appleton & Co.
The Diamond Necklace	Andrew Ingraham		Open Court Pub. Co.
"Farewell Nikola"	Frantz Funck-Brentano		J. B. Lippincott Co.
Jack Raymond	Guy M. Boothby		" " "
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Teachers' Manual to accompany accounting and business practice, by John H. Moore, of the Boston high schools, and George W. Miner, of the Westfield, Mass., high school.—There is a general complaint among business men that boys and girls coming from school know very little about business. This complaint should be heeded. While education should not be wholly material in tendency, the practical part of it

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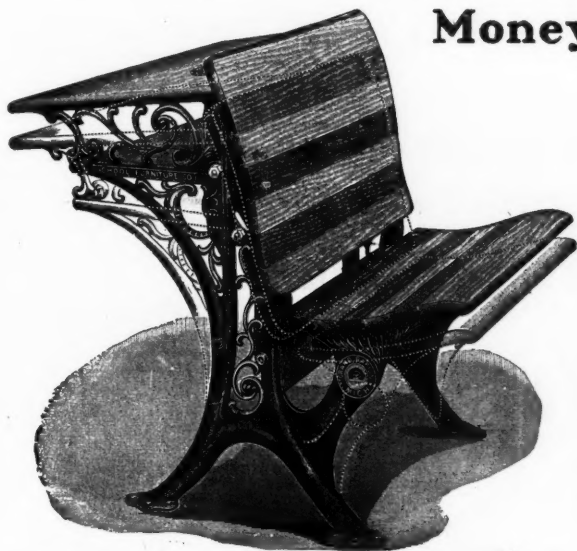
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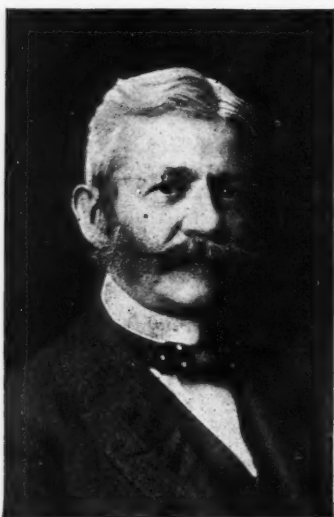
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Greater New York.

Mr. Snyder's Report.

The estimates of Superintendent of School Buildings C. B. J. Snyder, as to the number of seats needed in the schools to supply all the children are a striking

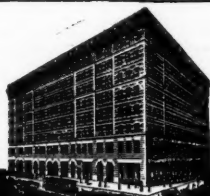
proof of the rapid growth of New York. Mr. Snyder's report shows that the number of new sittings that will be ready at the opening of the schools is 19,890. If the labor troubles should be adjusted at once 53,000 additional sittings would be

ready between September and next February. There are two factors that have contributed to make the present lack of school accommodation. They are the strikers and the inability of the board of education to get money.

"On February 20th," said Mr. Snyder, "the board of estimate appropriated



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It was simply too good a book to keep out of the hands of the seven hundred thousand school children of the Lone Star State.

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\$3,500,000 for new school buildings. We advertised for bids in April and were then notified by the comptroller that the city was dangerously near the debt limit and no contracts should be made until after July 1, when a bond issue would be made. We withdrew the bids and the construction of school houses had to stop. Then the strikes began and all work was tied up. Then there was a lock out and all building material was shut off."

Mr. Snyder says that the board of education had let contracts in 1902 for 66,000 additional sittings which were to be ready in 1903 and 1904. If the contracts had been carried out there would be a lack of only 35,000 sittings at the opening of the schools this year.

The Sunday Concerts.

The semi-annual report of School District No. 13, made an interesting contribution to the discussion of the subject of concerts in public schools. The report reads: The meetings of the People's Choral Union in P. S. No. 82, on Sunday afternoons have been regularly maintained and attended by many desirous of studying music. There has been no disorder, and the time of holding meetings has made attendance possible to many who could not attend on other days. We think this use of the school on Sunday tends toward making the buildings more widely useful to the people, and is much to be commended.

Catholic Pedagogical Society.

The closing exercises of the pedagogical course at the Catholic summer school were held at Cliff Haven, N. Y., on August 26. Henry A. Rogers, President of the New York board of education; John B. Riley, of Plattsburg, and Prof. William F. O'Callahan, were among the speakers. It was announced that an organization, to be known as the Champlain Pedagogical society is to be organized. It is expected that it will include all the Catholic teachers in the United States.

Here and There.

In Oklahoma the pupils in the rural schools are taught stockfeeding, hygiene, agricultural chemistry, soils, crops, applied arithmetic, and grammar.

Irvington, Ind., is to have a new school building to cost about \$50,000. The architecture will be of the colonial style. There will be ten class-rooms, laboratories, rooms for manual training, a room for teachers, play rooms, and a large assembly room.

LYNN, MASS.—Mr. William A. Perkins has resigned his position as teacher of science and mathematics in the Classical High school. He has been in his present position for ten years, and he now proposes to give his time to library work. He will enter the library school at Albany this fall.

Elocutionary Text-Books

Practical Elocution

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This work is the outgrowth of actual class-room experience, and is a practical, common-sense treatment of the whole subject. It is clear and concise, yet comprehensive, and is absolutely free from the entangling technicalities that are so frequently found in books of this class. It advocates no individual system, but appeals to the intelligence of any ordinary mind, and it can therefore be as successfully used by the average teacher of reading as by the trained elocutionist. 300 pages, cloth, leather back. \$1.25.

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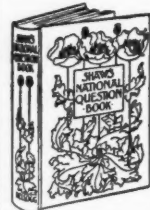
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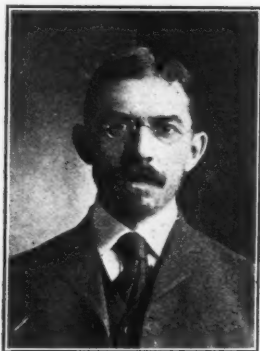
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American Teachers for Japan.

Prof. Merritt W. Ludden, formerly of the Southern California college, but now in charge of the English department of the schools of Japan, has sent out a call from the Japanese government to American teachers. Professor Ludden states that arrangements are being made to employ teachers of English for each of the "middle government schools" in the Japanese empire. These schools are the grammar grades of the system. If each of them has an instructor in English at least 650 teachers will have to be engaged. Preference will be given to American men and women for this work. The only obstacle is the objections of the Buddhist priests.

A book which appears on a subject that has long needed such a presentation is "An Introductory Study of Ethics,"



Dr. Warner Fite,

Author of an "Introductory Study of Ethics," published by Longmans, Green & Co.

by Dr. Warner Fite, of the University of Texas, formerly of the University of Chicago. This is a practical and sound work, well suited as a text-book for beginning classes. Without ignoring the

necessities of scientific treatment, Dr. Fite has avoided narrow limitations and has constantly met the point of view of the educated man. Longmans, Green & Company are the publishers.

Educational New England.

NEW BRITAIN, CONN.—Mr. W. C. A. Hearn, a teacher in the Holyoke high school, has been elected principal of the New Britain high school, to succeed Dr. Benedict who resigned last June. Mr. Hearn is a graduate of Wesleyan university, class of 1893, and is a teacher of experience.

Plans have been drawn for a new high school building to be erected at Webster, Mass. The proposed building will contain all the latest devices known to school architects. It is expected to be a model in every way. Telephones, fountains, and program clocks are on the equipment list.

KINGSTON, MASS.—Mr. Everett G. Loring, principal of Hampton academy, Hampton, N. H., has been elected superintendent of schools of the district consisting of Kingston and Hanover, and has accepted.

HOLYOKE, MASS.—Mr. W. C. Akers, for the past four years principal of the high school here, has resigned to become the principal of the high school at New Britain, Conn., at an advanced salary. Mr. Akers was formerly a teacher in the English high school, Somerville.

DUDLEY, MASS.—Nichols academy, located here, receives a large addition to its endowment from the estate of the late Hezekiah Conant, of Central Falls, R. I., a native of this town. The will bequeathes \$50,000 outright to the academy, but it contains the proviso that the executors may in the place of the money, transfer to the academy three hundred shares of the preferred stock of the J.

and P. Coates Thread Company, of which Mr. Conant was an active member, one hundred shares of the New York, New Haven and Hartford railroad, and one hundred shares of Providence gas stock. This will place the academy on an excellent foundation.

Albert Bushnell Hart, LL.D., professor of history at Harvard university, has written a work on civics, under the title, "Actual Government: As Applied Under American Conditions." The Longmans will publish this book early this fall in "The American Citizen Series." The volume is addressed not only to students in colleges and secondary schools, but also to the general reader.

SOMERVILLE, MASS.—A number of changes have been made in the city's teaching force. Mariana Cogswell, a teacher in the high school, has accepted a position at Wellesley college. Lucy G. Curtis, for ten years a teacher in the high school at Dedham, has accepted a position in the Latin school. Mary E. Small, formerly principal of the Lincoln school, is the head of the new Martha Perry Lowe school. Florence M. Philips, who was at New Britain, Conn., last year, will be her assistant. George E. Nichols, master of the Highland school, will resume his duties this fall, after a year's leave of absence.

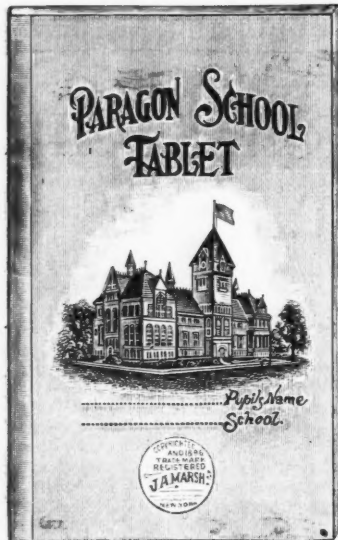
HAMPTON, N. H.—Mr. Clarence L. Mitchell, of Freeport, Me., has been elected principal of Hampton academy. He is a graduate of Bowdoin college, and has pursued post graduate studies at

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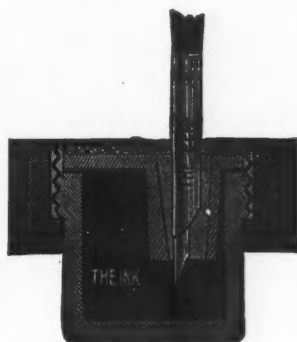
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Harvard. He taught for eight years at Freeport and was superintendent there for two years. He was principal of Powers institute, Bernardstown, Mass., 1891-3, and then for eight years principal of the Wareham High school. Hampton is to be congratulated upon securing a teacher of such experience.

FARMINGTON, CONN.—Several years before her death Miss Porter selected three eminent educators to serve as an advisory board in the management of her famous school. These were Profs. Thomas D. Seymour, of Yale, Wm. M. Sloane, of Columbia, and John H. Wright, of Harvard. The board of trustees has now enlarged this board to seven, who will assist the trustees and the present principal, Mrs. R. P. Keep, in the management. The new members are Miss Agnes Irwin, dean of Radcliffe college; Miss Annie B. Jennings, of New York, an alumnae of the school; Mrs. J. Montgomery Sears, of Boston, Mass., and Rev. Francis Goodwin, of Hartford.

According to Mr. Seaver.

The annual report of Superintendent Seaver, of Boston, contains a number of interesting recommendations. He wants provision made in the high schools for elementary college studies, in order that students may gain their college degree in three years. He advises the reorganization of the primary and grammar grades to form a system uniform from Kindergarten to high school. He favors an elective in music in the high school, presumably to enable pupils to take the Harvard examination in that subject; he desires the continuance of military drill, and the extension of the elective plan of studies.

Columbia Extension Courses.

The extension courses of Columbia university are to begin with the week of October 5. The administration of this department is vested in Teachers College.

The university, by means of various courses of instruction given at special times and places, in Teachers College and elsewhere, offers to men and women, especially teachers, who can give only a portion of their time to study, the opportunity to pursue some subjects of a liberal education, and to make progress, if they desire, toward a diploma or a degree. These extension courses are of two kinds—collegiate or professional, and lecture courses. The former courses are given in about thirty sessions, one hour weekly, thruout the academic year. A lecture course treats, as a rule, the same field of study and consists of six lectures, one lecture weekly for six successive weeks. Each lecture is followed by brief conferences, where the lecturer and students meet for discussion and criticism. The lecturer's work is supplemented by a syllabus, private reading, local study classes, and written work.

A Backward Step.

The recent report of State Supt. Calhoun, of Louisiana, indicates improvement in the general educational conditions of the state, but shows an unexplained decrease in the number of negro children in school. Some 6,470 less children were enrolled last year than during the previous year. The average attendance is greater by 4,528.

The statistics show that the decrease in the number of negro children in attendance as compared with 1899, when the maximum was reached, was thirteen per cent. The decrease is in the country parishes all over the state. As a consequence the enrollment of negro children comprises only thirty-three per cent. of those of school age. Thus less than a quarter of the negro children of school age are at school.

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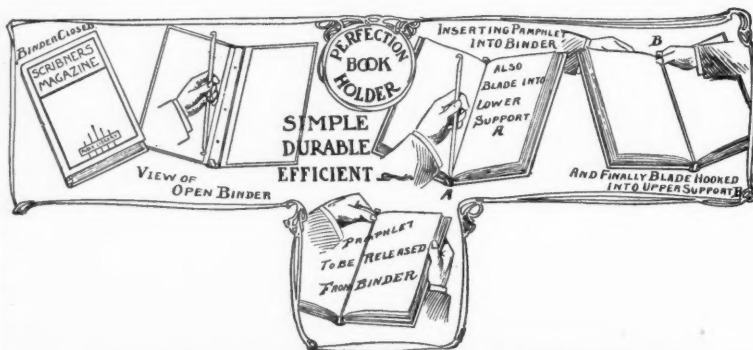
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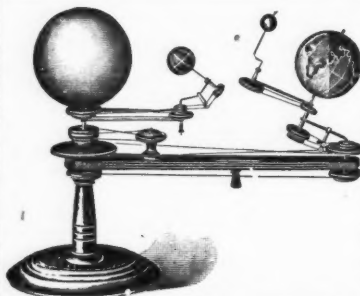
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Municipal Affairs in School Programs.

The committee on instruction in municipal government in American educational institutions, which was appointed by the National Municipal League, is making progress under its chairman, City Superintendent Maxwell, of New York city. The work of this committee is a continuation of the league's efforts to devise practical methods for giving instruction in city affairs.

"It is a truism," declared Dr. Maxwell in speaking of the work of the committee, "that children, in the schools, should be taught something of the government of the city in which they live, but, unfortunately, in the past little or nothing has been said as to ways and means of teaching such things. The work of the committee is to suggest practical courses of study for the use of teachers, and for the benefit of the children, as well as for the benefit of the municipality. This, I think, will be a welcome substitute for the glittering generalities ordinarily promulgated for the guidance of instructors."

"One of the first acts of the committee, therefore, will be to collect information with regard to instruction in these branches, in all of the more important cities. A questionnaire, covering the major points of investigation, will be prepared and sent to school officers. Their answers will be collected and digested. In this way the committee hopes to be able to give to every school system whatever is best in the experience of many cities."

The committee is made up as follows: Superintendent Maxwell, Chairman; Dr. James J. Sheppard, Principal New York High School of Commerce; Pres. Thomas M. Drown, Lehigh University; Pres. John H. Finley, College of the City of New York; Clinton Rogers Woodruff, Secretary of the National Municipal League; Franklin Spencer Edmonds, Central High school, Philadelphia; Prof. John A. Fairlie, University of Michigan; B. F. Buck, Lake View High school, Chicago; George H. Martin, Board of Supervisors, Boston, Mass.; Jesse B. Davis, Central High school, Detroit, Mich.; James B. Reynolds, Secretary to Mayor Low; Aaron Gove, Superintendent of Schools, Denver, Col.; James H. Van Sickle, Superintendent of Schools, Baltimore, Md.; Richard G. Boone, Cincinnati, Ohio; Charles C. Burlingham, New York; Prof. Frank J. Goodnow, Columbia university; Charles McMurtry, De Kalb, Ill.; Oliver P. Cornman, Ph.D., N. E. Grammar school, Philadelphia, Penn.; Frederic L. Luqueer, Principal Public school; Borough of Brooklyn; Elmer E. Brown, University of California; Dr. Albert Shaw, The American Review of Reviews; The Rev. Dr. Thomas R. Slicer, New York city; Prof. Albert Bushnell Hart, Harvard University; E. V. Robinson, Prin. St. Paul, (Minn.) Central High school; Henry W. Thurston, Chicago Normal school.

Recent Deaths.

Mrs. Sarah Blake Brooks, for many years prominent in educational work in Ohio, died at East Orange, N. J., on August 23. She was born in Waldoboro, Me., in 1811, and in 1835 went west to become a teacher in Ohio. She taught for some years in a private seminary, and in 1850 opened a private school for girls. She conducted this school until she entered a large field of work in the Ohio Female college. In recent years after a long life spent in educational work, she lived in New Jersey.

Martin Kellogg, president of the University of California from 1890 to 1899, died in San Francisco on August 26. He was born in Connecticut in 1828. He was

(Continued on page 232.)

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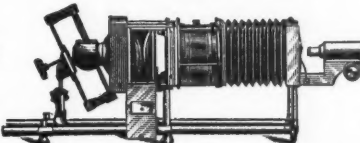
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(Continued from page 231)

graduated from Yale university in 1850, received the degree of master of arts in 1853, and LL.D. in 1893 from his Alma Mater.

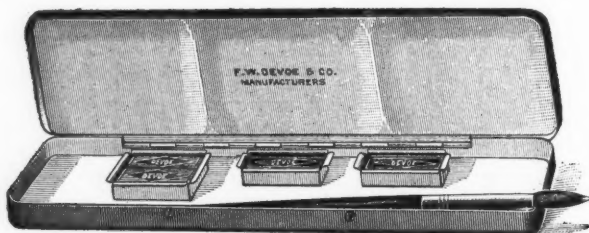
Dr. Kellogg was made professor of Latin and mathematics at the College of California in 1860, and professor of Latin and Greek at the University of California in 1869. In 1876 he accepted the chair of Latin and literature, which he held until 1894. He became president of the institution in 1890, and after nine years he resigned, to be succeeded by Benjamin Ide Wheeler.

Charles Carroll Bonney, president of the World's Congresses of the Columbian exposition and early in life prominent in educational circles, died in Chicago on August 23. He was educated at the Hamilton (N. Y.) academy and Colgate university. After being graduated, he taught in Hamilton academy, and later conducted an academic school at Peoria, Ill. In 1852 he became a lecturer on education in Peoria college. When the educational system of Illinois was promulgated he took a leading part in its establishment.

Dr. Christopher G. Tiedeman, dean of the Buffalo Law school, died on August 25. He was a graduate of the College of Charleston, S. C., and of the Columbia Law school. He was professor of law in the University of Missouri for ten years, and held a similar position in New York university for six years.

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Literary Notes.

Scholia is the title of a new quarterly magazine published by The Scholia Company, 18 East 17th street, New York. Its purpose is to disseminate information in regard to school-books and school aids. What the publishers of school books and the makers of school appliances are doing will, therefore, form the principal part of the contents. The first issue is well worth reading and gives promise that the new quarterly will make a name for itself in the school world.

The Imperial Press, of Cleveland, Ohio, announces important accessions to its active working force in the persons of Mr. George French, a close and critical student of typography; Mr. Andrew Andrews, late of the Roycroft shop; and Mr. Louis H. Kinder, late of the Roycroft bindery.

It is the intention of the house to issue limited editions of books in strict accord with the latest knowledge of the arts of printing and binding; to design and execute books for other publishers, and to produce fine bindings.

The leading article in the August *International Studio* treats of "The Work of Albert Paul Besnard," and is by Mrs. Frances Keyser. Many illustrations are given from the works of this noted French artist. Another article that will attract unusual attention is "Some Recent Portraits by Harrington Mann."

The midsummer *Critic's* leading attraction is a finely illustrated article on "The Pope's Life in the Vatican." The booklover will find reading to his taste in "Literary Landmarks of New York."

The September *Lippincott's* contains a complete novel by Burton Egbert Stevenson, "The Blade that Won," "Avowals," being the first of a new series of "Confessions by a Young Man," and several short stories.

"A Side Light on the Sioux," by Doane Robinson; "The Girl at Duke's," by James Weber Linn, and "Colonel Lumpkin's Campaign," by John McAuley Palmer are some of the attractions of the midsummer number of *McClure's*.

The leading article in the midsummer holiday number of *The Century* is on Yellowstone park, "A Place of Marvels," by Ray Stannard Baker. It has many illustrations. "Wesley's Days of Triumph" is the second part of an article about that wonderful Englishman, John Wesley, by C. T. Winchester, of Wesleyan university. The illustrations are portraits and views of places memorable by Wesley's labors. Another contribution of extraordinary interest is "Chapters from My Diplomatic Life" by Andrew D. White, formerly United States ambassador to Germany.

Country Life in America for August is especially noted for the number and beauty of its illustrations. Among the principal articles are "The Race for the America's Cup," by Oliver Bronson Capen; "The Fox Terrier," by James Watson, and "The Pleasures of a Private Swimming Pool," by Horace Jayne.

Reproductions of many of Rosa Bonheur's pictures are given in the August number of *Masters-in-Art*, together with a biography and descriptions.

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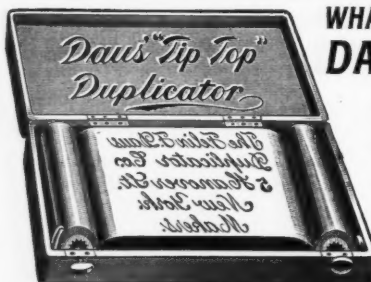
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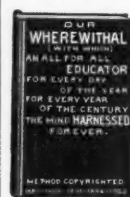
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The *Popular Science Monthly* for August contains an unusually interesting series of articles. Sir Oliver Lodge discusses "Modern View on Matter," and shows how the breaking down of the atom in radium to produce radio-activity points to a unification of matter. President Jordan shows the present tendency of professional education to demand a larger proportion of a student's time in preparation, particularly in medicine. Other important articles are "Bacteria in Modern Agriculture," by Dr. Albert Schneider, and the "Declining Birth Rate and its Cause," by Dr. Frederick A. Busbee. This last is of special interest, since a comparison of statistics seems to connect it with excessive immigration. If these conclusions are borne out by later study, steps will naturally follow looking to a restriction of immigration and the exclusion of the more undesirable elements. (The Science Press, Lancaster, Pa.)

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Primary Plans is the name of a new monthly educational paper devoted to the primary teacher. It is published by the F. A. Owen Publishing Company, Dansville, N. Y. The editor announces that attention will be given to the latest and best methods of interest to teachers. Special attention is to be given to the illustrations. The first number of the paper is attractive and shows careful thought in its development. The illustrations are numerous and undoubtedly helpful.

Doubleday, Page & Company's revised list of autumn publications contains many interesting announcements. Besides such important announcements as new works by Kipling and Ernest Thompson Seton, the list includes Professor Pickering's "Atlas of the Moon," Frank M. Chapman's "Color Key to North American Birds," "The Moth Book," by Dr. J. W. Holland, and a new series of "Little Masterpieces," devoted to science.

In addition there is a long series of fiction and books excellent for the book-making. Of these the most important new volumes will appear in "The Elizabethan Shakspeare."

Among the finest of the low-priced magazines is the *Four-Track News*, published by George H. Daniels, 7 East 42nd street, New York. Many writers of ability contribute to its pages and the half-tone illustrations are numerous and of a high quality. The following are some of the articles in the August number: "The Master of the Shamrock," by Day Allen Willey; "On Gay Coney Island," by Earl W. Mayo; "An Island in the Northland," by Kathleen L. Greig; "Footprints of Columbus in Spain," by Frederick A. Ober; "The Birds of the Bronx," by C. A. Kendrick; "By-Ways of Niagara," by Helen Rathbun Parry.

The September number of the *Four-Track News* carries one in imagination from Siberia past Heligoland, thru Scotland by way of Switzerland, France, and Bermuda, thru Mexico, Texas, and California to Oregon, and back by way of Wyoming, Chicago, Spy Island, Mount McGregor to New York City. The articles in this number describe the beauties of Bermuda, they tell the story of Marcus Whitman's famous ride and the dream of "Glen Enchantment;" they describe the great New York Zoological

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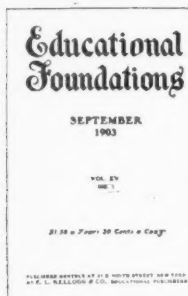
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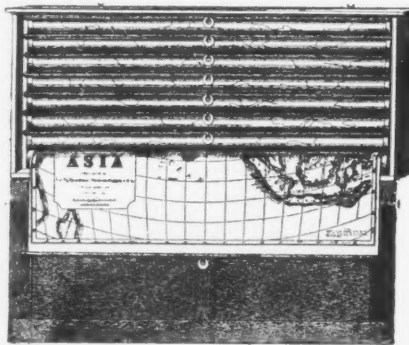
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